DOCUMENT RESUME

ED 054 667 FL 002 505

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TITLE Levantine Arabic: Introduction to Pronunciation.
INSTITUTION Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
SPONS AGENCY Peace Corps (Dept. of State), Washington, D.C.
PUB DATE 71
NOTE 107p.
AVAILABLE FROM Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 4400-1364, $1.00)

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS Applied Linguistics; *Arabic; *Articulation (Speech); Comparative Analysis; Contrastive Linguistics; Dialects; Imitation; *Instructional Materials; Interference (Language Learning); Pattern Drills (Language); *Pronunciation Instruction; *Second Language Learning; Tape Recordings; Textbooks; Transformations (Language); Verbs

ABSTRACT

This introduction to Levantine Arabic pronunciation is designed to teach the student to recognize the major points of phonological interference between Levantine Arabic and American English, as well as the significant phonological contrasts within the dialect of Arabic itself, and to provide the student with a model for mimicry. Tape recordings accompany the nineteen drill sections. The words chosen for the drills are mostly verbs with a heavy literary bias; meaning and normal colloquial usage (aside from pronunciation) are not important here. Within each section, a drill-sequence is followed so that the student first practices hearing the sound or contrast; then he is given a chance to mimic it. The seven types of drills used are familiarization, reading, dictation, discrimination, recognition, mimicry, and transformation. (Author/VM)

LEVANTINE ARABIC

ED054667

Introduction to Pronunciation

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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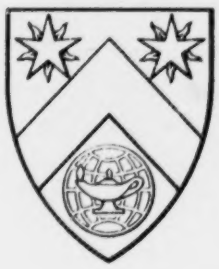

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FOREIGN SERVICE INSTITUTE
WASHINGTON, D.C.
1971

FL002505

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BASIC COURSE SERIES

Edited by

AUGUSTUS A. KOSKI

For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 - Price $1.
Stock Number 4400-1364

PREFACE

This text and the accompanying tapes, developed and prepared at the Foreign Service Institute Arabic Language and Area School in Beirut, provide a partially programmed introduction to the sounds of Levantine Arabic for the beginning student.

James A. Snow was the author of the materials and supervised their typing and recording. The tapes were produced in the FSI/Beirut recording studio under the technical guidance of George Sayegh, who also provided the Arab voice heard on the tapes. The text was typed by Shoukri Alawy. Help in checking the text for accuracy and in preliminary classroom trials of the materials was provided by Hanna Farha, Ziad Kayyal, and Adnan Sabbagh, all of the FSI/Beirut staff.

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INTRODUCTION

This Introduction to Levantine Arabic Pronunciation consists of two parts. The booklet presently in hand, and approximately nine and one-half hours of accompanying tape recordings. The two are designed, first, to teach the student to recognize the major points of phonological interference between Levantine Arabic and (most of the more common dialects of) American English as well as the significant phonological contrasts within this dialect of Arabic itself, and, secondly, to provide the student with a model for mimicry.

'Levantine Arabic' as used here refers to a dialect of educated Palestinians who have been long-term residents of Beirut. This dialect is mutually intelligible with most urban dialects of Lebanon, Syria, Jordan, and Palestine. From a purely phonological point of view, however, most of the problems (for speakers of American English) that occur within this dialect also occur in most of the Arabic dialects from Iraq through North Africa, as well as occurring also in Classical Arabic. Consequently, this course can also be used for dialects other than Levantine Arabic.

It is to be noted at the outset that, for the most part, the words chosen in the drills are verbs, and that these verbs were originally found, as a matter of convenience, from a fairly systematic searching of the roots of Wehr's dictionary.* This means that these words and lists have a fairly heavy literary (rather than purely colloquial) bias. However, inasmuch as the purpose of this Introduction is not meaning or normal colloquial usage apart from pronunciation, this bias has been considered to be of no great significance.

The materials themselves consist of nineteen 'sections'. These sections are ordered so as to take the student from what he knows, or has learned, to what is new.

Within a given section, the sequence of drills is ordered, in general, to teach the student to <u>hear</u> the sound or contrast <u>first</u>, and <u>then</u> to give him an opportunity to <u>mimic</u> it. There are seven types of drills utilized,

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* Wehr, Hans, A dictionary of Modern Written Arabic, ed. J Milton Cowan. Cornell University Press, Ithaca, N.Y.: 1961.

each one being explained at the point at which it is introduced:

Familiarization Drills (introduced p. 2);
Reading Drills (p. 3);
Dictation Drills (p. 4; p. 18);
Discrimination Drills (p. 8);
Recognition Drills (p. 9);
Mimicry Drills (p. 9);
Transformation Drills (p. 91)

The drills which are utilized to teach the student to recognize the sounds provide immediate confirmation or correction of the student's response. They can thus be done independently of any outside monitor. However, though the student will most often be able to make judgments as to the accuracy of his own pronunciation, he may still not be able to produce the sound satisfactorily. Consequently, his production (or mimicry) should be monitored or spot-checked.

If the student can mimic the sound satisfactorily, he has achieved the primary goal of that particular segment of the course. If he cannot mimic the sound adequately, the problem will usually be a problem in the mechanics of articulation (in which case explanation and/or demonstration will usually suffice). Occasionally the problem might be in hearing the sound correctly, in which case a review of the Discrimination and Recognition Drills with a monitor would be in order, followed by the Mimicry Drills.

A word concerning the Dictation Drills is in order. FSI/Beirut students do not begin Written Arabic concurrently with their study of colloquial. They thus need to be able to write down new vocabulary items in some accurate transcription, and it is for this purpose that the Dictation Drills were introduced. These Drills, however, have proven to be rather difficult for most students, and thus, for use in other circumstances, it might be found advisable to omit the Dictation Drills or alter the instructions for them.

LEVANTINE ARABIC ·

INTRODUCTION TO PRONUNCIATION

A.

Symbol	Stands for a sound like the American English sound	Phonetic Description
b	'b' in 'bus'	Voiced bilabial stop
f	'f' in 'fish'	Voiceless labiodental fricative
m	'm' in 'man'	Voiced bilabial stop
k	'k' in 'kind'	Voiceless velar stop
w	'w' in 'wet'	High back rounded vocoid
y	'y' in 'you'	High front unrounded vocoid
θ	'th' in 'thin'	Voiceless interdental fricative
ð	'th' in 'then', 'that'	Voiced interdental fricative

The /θ/ and /ð/ are sounds borrowed from Classical Arabic in this dialect, and thus will be encountered only at infrequent intervals.

B.

Symbol	Stands for a sound like the American English sound	Phonetic Description
j	'z' in 'azure', or the 's' in 'confusion'	Voiced palatal groove fricative

The sound here written /j/ offers no problem to Americans. In English words it occurs only medially, though in Levantine Arabic words it occurs initially and finally as well.

*** PLEASE START THE TAPE HERE ***

B.1 FAMILIARIZATION DRILL: Lev. Ar. /j/ is substituted in and contrasted with the American /j/ (the 'j' sound of 'judge'). [On tape]

(A Familiarization Drill is a listening drill: In this type of drill the student is required to listen only, and to ask himself the question: 'Can I hear the difference?' Note also that on all familiarization drills the sounds being contrasted will be reversed after four to six pairs are given. This reversal will be indicated either by dashed lines at the points of change (e.g., in this drill following item 6) or by the reversal of the pairs given in the text.)

1. jeep
2. jab
3. joke
4. George
5. judge
6. jam

- - - - -

7. jay
8. June
9. jet
10. James
11. jib
12. jute

B.2 READING DRILL: Read the above words, substituting the Lev. Ar. /j/ in them; your reading will be confirmed, or corrected, on the tape, with a space immediately following for mimicry.

*** PLEASE STOP THE TAPE ***

C.

Symbol	Stands for a sound like the American English sound	Phonetic Description
š	'sh' in 'shoe'	Voiceless palatal groove fricative

There is no problem with the sound in this drill; the purpose here is only to familiarize the student with the symbol used.

*** PLEASE START THE TAPE HERE ***

C.1 FAMILIARIZATION DRILL: /š/ versus /s/. [On tape]

1. šake - sake	5. šade - sade	9. šam - sam
2. šale - sale	6. šift - sift	10. šun - sun
3. sine - šine	7. sop - šop	11. simmer - šimmer
4. sort - šort	8. sot - šot	12. suck - šuck

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C.2 READING DRILL: Read the above pairs immediately following the appropriate number; your reading will be corrected, or confirmed, on the tape. [On tape]

C.3 DICTATION DRILL: Cover the correctly spelled words below and write the dictated sound in the space adjacent to the appropriate number. Each word will be read twice. [On tape]

šook	1. ___ook		seen	7. ___een		caš	13. ca__	
šeet	2. ___eet		šaft	8. ___aft		puš	14. pu__	
šare	3. ___are		sam	9. ___am		daš	15. da__	
sort	4. ___ort		šed	10. ___ed		diš	16. di__	
šore	5. ___ore		šut	11. ___ut		fiš	17. fi___	
širt	6. ___irt		bass	12. ba___		aš	18. a___	

C.4 READING DRILL: Read the correctly spelled words from the above drill, C.3, immediately following the appropriate number; your reading will be corrected, or confirmed, on the tape. [On tape]

*** PLEASE STOP THE TAPE ***

SOI 11

D. Symbol	Stands for a sound near the American English sound	Phonetic Description
t	't' in 'top'	Slightly aspirated voiceless dental stop
d	'd' in 'dog'	Voiced dental stop
s	's' in 'sip'	Voiceless dental grooved fricative
z	'z' in 'zoo'	Voiced dental grooved fricative
l	'l' in 'leap'	Voiced dental lateral
n	'n' in 'not'	Voiced dental nasal

Say the English words 'till, dill, seal, zeal, let, led, net, knit.' You can probably feel where your tongue hits on the ridge just above your teeth (or <u>almost</u> hits with the 's' and 'z' sounds). This ridge is called the <u>alveolar</u> ridge, and thus these sounds are called <u>alveolar</u> sounds. For the comparable Levantine Arabic sounds, the tongue is placed at the <u>teeth</u> (and sometimes, for the /t, d, l, n/, you will even notice the tongue protruding slightly), and thus these are called <u>dental</u> sounds.

Note that, though you will never be misunderstood if you substitute the English alveolar sounds into Levantine Arabic, the dental sounds will help you make other sounds in the language more easily and more nearly correctly. It is for this reason that they are important.

D.1 READING DRILL: Read the following English words with your tongue touching the back of your teeth or protruding slightly rather than higher up on the alveolar ridge:

1.	teen	lead	seat	tease	neat
2.	din	lid	sit	tin	knit
3.	debt	let	set	Ted	Ned
4.	day	late	sate	date	Nate
5.	Tad	lad	sat	dad	gnat
6.	dud	luck	sudd	duck	nut
7.	tot	lot	sot	dot	nod
8.	tune	lute	suit	toot	newt
9.	took	look	soot	took	nook
10.	node	load	sewed	tote	note
11.	toss	lost	sought	taught	naught

D.2 READING DRILL: Pick some book or magazine in English and read several paragraphs using this dental articulation. Repeat this a number of times over the next several days in order to build and reinforce this type of articulation.

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E.	Symbol	Stands for a sound like the American English sound	Phonetic Description
	l	'l' in 'William', but <u>not</u> the 'l' in 'call'	'High tongue' dental lateral

Pronounce the English words 'William' and 'will'; do it again, prolonging the 'l' sound in each of the words. Though the point where your tongue touches the alveolar ridge in these American sounds probably won't change, the back of your tongue will be noticeably <u>higher</u> for the 'l' in 'William' than the 'l' in 'will', or 'call', 'callous', 'bull', etc. For this reason we will use the mnemonic term 'high-tongue <u>l</u>' for the first 'l', and 'low-tongue <u>l</u>' for the second. Try prolonging these sounds, and then alternating them (the arrow point indicating which way the back of your tongue should go, up or down):

$l^{\wedge}\ldots\ l^{\vee}\ldots\ l^{\wedge}\ldots\ l^{\vee}$

Normally, in American English, the 'high-tongue <u>l</u>' occurs <u>before</u> vowel sounds like the 'ea' in 'leaf', the 'i' in 'lit', or the 'e' in 'let', while the 'low-tongue <u>l</u>' occurs in most other positions, as in the words 'hill', 'tall', 'pull', 'spool', 'lost', 'loose', etc. Levantine Arabic, however, will use the 'high-tongue <u>l</u>' in these words. Further, the American 'low-tongue <u>l</u>' is one of the more distinctive characteristics of a <u>bad</u> American English accent in this dialect of Arabic.

*** PLEASE START THE TAPE HERE ***

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E.1 FAMILIARIZATION DRILL: 'High-tongue l' (i.e., Arabic pronunciation) versus 'low-tongue l' (or American pronunciation) in English words. [On tape]

1. eel	zeal	deal	kneel
2. ill	sill	dill	nil
3. ell	sell	tell	Nell
4. ale	sale	dale	nail
5. Al	Sal	Tal	gal
6. spool	cool	tool	fool
7. bull	full	pull	wool
8. coal	sole	dole	knoll

E.2 DISCRIMINATION DRILL: The Arabic (or 'high-tongue') l versus the American (or 'low-tongue') l; 'same' or 'different'? [On tape]

(In all Discrimination Drills, the student will hear a pair of words or utterances. If both sound the same, he is to say 'same'; if they sound different, he is to say 'different'. A confirmation, or correction, to his answer will be given on the tape.)

E.3 RECOGNITION DRILL: Do the following contain the 'Arabic l' or the 'American l'? [On tape]

(In all Recognition Drills the student is required to recognize a given set of sounds or sequences of sounds whenever he hears them. The sounds to be recognized are announced at the beginning of the

drill. The student is to give the appropriate answer orally--e.g., in the above, 'Arabic' or 'American'. A confirmation, or correction, to his answer will be given on the tape.)

E.4 MIMICRY DRILL: Repeat the following words using the Arabic l noted above.

DO NOT FORGET THE DENTAL SOUNDS WHERE APPROPRIATE!

(In all Mimicry Drills, the student mimics, or repeats, what he has heard in the space provided on the tape. If the student is using an individual tape recorder with 'add-on' sound, he is advised to listen to his own voice and make his own judgments as to whether he sounds 'same' or 'different'.)

*** PLEASE STOP THE TAPE ***

F.

Symbol	Stands for a sound like	Phonetic Description
a	the English vowel in 'cat', sometimes in between the vowels of 'cat' and 'cot'	Low front to central unrounded vocoid
i	the vowels of 'bit' or 'beat', depending on the environment.	High front unrounded vocoid
u	the vowels of 'look' or 'Luke', depending on the environment.	High back rounded vocoid

The vowel /a/ will sometimes be identical to the English vowel of 'cat',

'bat', 'dad', and at other times will tend to fall in between the vowels of these words and the vowel of 'cot', 'dot', 'pod'.* There are, however, two important differences. The first and most important difference is that this vowel, when stressed, will tend to be much shorter in duration than its English counterpart. The second difference is that it will tend to retain its quality when unstressed. Each of these is given brief explanation separately below.

In English, when we stress a given syllable, we will normally tend to elongate, i.e., lengthen, the vowel (try saying 'That man!', stressing the 'that' and contrast it with the length of the first vowel in 'Batman!'; the first vowel in the latter is normally much shorter). The Arab will also lengthen a stressed vowel, but not nearly to the extent that Americans do. In drill F.1 below, listen to the contrast in the length of the first /a/ vowel in the pairs. In drill F.2 be very careful to mimic the Arabic pronunciation with a very short /a/.

*** PLEASE START THE TAPE HERE ***

*This statement will be modified later.

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PRONUNCIATION

F.1 FAMILIARIZATION DRILL: Arabic /a/ versus American pronunciation of the same words. NOTE THE DIFFERENCE IN THE LENGTH OF THE FIRST VOWEL.

[On tape]

1. jamal
2. nafas
3. danab
4. sabak
5. katab

- - - - -

6. hamaz
7. badal
8. jadaf
9. kasam
10. hadam

- - - - -

11. dafaš
12. lafat
13. kabas
14. jalad
15. halak

- - - - -

16. kamaš
17. nataj
18. jadal
19. damaj
20. hazal

- - - - -

21. fata
22. bada
23. nafa
24. zana
25. naša

- - - - -

26. haja
27. bana
28. jala
29. baka
30. hawa

- - - - -

F.2 MIMICRY DRILL: Arabic /a/. BE CAREFUL TO KEEP THE FIRST VOWEL SHORT IN ALL OF THESE WORDS. [On tape]

*** PLEASE STOP THE TAPE ***

In addition to the contrast in length, Americans will tend to reduce most unstressed vowels toward the somewhat neutral vowel sound of 'cup', 'but', 'shut'. If we use the phonetic symbol 'ə' for this vowel sound, the first five words of drill F.1 would normally be pronounced (incorrectly) in the following manner by Americans: jáməl; náfəs; dánəb; sábək; kátəb. Though

you will rarely be misunderstood if you substitute this 'ə' sound into Arabic, you will help to remove an unpleasant (to Arab ears) part of an American accent if you can learn to maintain the proper /a/ quality in unstressed positions. Drills F.3, F.4, and F.5 use the same list of words as noted above in drill F.1.

*** PLEASE START THE TAPE HERE ***

F.3 FAMILIARIZATION DRILL: Arabic /a/ in unstressed position versus American pronunciation of the same words. NOTE THE DIFFERENCE IN THE QUALITY OF THE SECOND VOWEL IN EACH OF THE FOLLOWING PAIRS. [On tape]

F.4 MIMICRY DRILL: Arabic /a/ in unstressed position. DO NOT FORGET TO KEEP THE FIRST VOWEL SHORT, AND TO MAINTAIN THE QUALITY OF THE SECOND VOWEL. [On tape]

F.5 READING DRILL: Read the words from Drill F.1 above immediately following the appropriate number; your reading will be confirmed, or corrected, on the tape, with a space immediately following for mimicry. [On tape]

*** PLEASE STOP THE TAPE ***

PRONUNCIATION

The /i/ and /u/ vowels offer no serious problem. Each has two basic variants with the choice of the variant depending on syllable structure, placement within the word, and placement with respect to stress. These are more easily learned by example than by explanation, however, and will be treated in this manner. The /i/ variants are reasonably close to the vowels in the English words 'bit' and 'beat', or 'pit' and 'peat'; the /u/ variants to the vowels in 'look' and 'Luke', or 'book' and 'boot'. Listen carefully to the quality of the vowels in the Familiarization Drills below, Drills F.6 and F.10.

*** PLEASE START THE TAPE HERE ***

F.6 FAMILIARIZATION DRILL: /i/; no contrasts. [On tape]

1. libis
2. ʔibil*
3. fišil
4. kisib
5. nizil
6. misik
7. hibil
8. kizib
9. nisi
10. nimi
11. miši
12. bidi
13. nimti
14. šilti
15. lifti
16. jibti
17. milti
18. byibni
19. byiji
20. byibki
21. bilimm
22. bidill
23. bišikk
24. bitimm
25. biliff
26. bifizz
27. katabti
28. badalti
29. jadalti
30. kamašti

*The symbol /ʔ/ will be explained in Drill H. For the present, ignore it.

F.7 DICTATION DRILL: Cover the correctly spelled words below and write the dictated vowels in the spaces of the word adjacent to the appropriate number. Each word will be read twice. [On tape]

byifšal	1.	by__fš__l	fata	6.	f__t__	libsat	11.	l__bs__t
katabti	2.	k__t__bt__	miši	7.	m__š__	šilti	12.	š__lt__
byinzal	3.	by__nz__l	bidi	8.	b__d__	bidna	13.	b__dn__
byimsik	4.	by__ms__k	bilimm	9.	b__l__mm	hiblat	14.	h__bl__t
nizil	5.	n__z__l	jadalti	10.	j__d__lt__	bakat	15.	b__k__t

F.8 MIMICRY DRILL: /i/. DO NOT FORGET TO MIMIC THE PROPER QUALITY OF THE VOWEL. [On tape]

F.9 READING DRILL: Read the words from Drill F.6 above immediately following the appropriate number; your reading will be confirmed, or corrected, on the tape, with a space immediately following for mimicry. [On tape]

F.10 FAMILIARIZATION DRILL: /u/; no contrasts. [On tape]

1. ʔult
2. ʔumt
3. šuft
4. fuzt
5. kunt
6. kul
7. ʔultu
8. kuntu
9. fuztu
10. šuftu
11. ʔumtu
12. kulu
13. byunfud
14. byuskun
15. byuktub
16. dafašu
17. kamašu
18. hamazu
19. jadaftu
20. kabastu

F.11 DICTATION DRILL: Cover the correctly spelled words below and write the dictated vowels in the spaces of the word adjacent to the appropriate number. Each word will be read twice. [On tape]

nizlu	1. n__zl__	fišlat	6. f__šl__t	miskat	11. m__sk__t
baskun	2. b__sk__n	kuli	7. k__l__	byibku	12. by__bk__
byilbasu	3. by__lb__s__	badaltu	8. b__d__lt__	byuktubli	13. by__kt__bl__
šufti	4. š__ft__	šiltu	9. š__lt__	byinzalu	14. by__nz__l__
libsu	5. l__bs__	ʔulti	10. ʔ__lt__	lafat	15. l__f__t

F.12 MIMICRY DRILL: /u/. DO NOT FORGET TO MIMIC THE PROPER QUALITY OF THE VOWELS. [On tape]

F.13 READING DRILL: Read the words from Drill F.10 above immediately following the appropriate number; your reading will be confirmed, or corrected, on the tape, with a space immediately following for mimicry. [On tape]

*** PLEASE STOP THE TAPE ***

G.	Symbol	Stands for a sound similar to the American English	Phonetic Description
	r	a fast 't' in 'ate a...', 'photo'	Alveolar flap

The Levantine Arabic /r/ is made by the tongue giving a short, rapid tap against the alveolar ridge, i.e., rather than deliberately going up and touching the alveolar ridge, the tongue flicks it as it passes rapidly by. This is similar to a fast t or d between vowels in English, like 'ought a...', 'ate a ...', 'bat a ball', 'city', 'pity', etc. (if these are slowed down and said deliberately, they will not be similar to the Levantine Arabic /r/). In any case, the Levantine Arabic /r/ is definitely not like the American English /r/; for this latter sound, most Americans will curl their tongue up toward the roof of their mouths, as in 'car', 'bar', etc., and add rounded lips when the /r/ is word- or syllable-initial, as in 'rat', 'roof', 'carry', etc.

*** PLEASE START THE TAPE HERE ***

G.1 FAMILIARIZATION DRILL: Arabic /r/ versus American /r/ in word-medial position. [On tape]

1. karab	11. byikrib	21. byurbut
2. barad	12. byubrud	22. byurbuk
3. baraz	13. byibriz	23. byurtum
4. barak	14. byibrik	24. byurdum
5. baram	15. byubrum	25. byirsil
6. širib	16. byišrab	26. byiršid
7. šarad	17. byušrud	27. byirfid
8. maras	18. byimris	28. byiršim
9. daras	19. byudrus	29. byirkiz
10. maran	20. byimrin	30. byirfil

G.2 DISCRIMINATION DRILL: Arabic /r/ versus American /r/; 'same' or 'different'? (Do not allow yourself to be distracted by forms which did not occur above). [On tape]

G.3 RECOGNITION DRILL: Do the following contain an Arabic /r/ or an American /r/? [On tape]

G.4 DICTATION DRILL. [On tape]

(In a Dictation Drill, cover the correctly spelled words and write the dictated words on scratch paper. Each word will be read twice. After the completion of the drill, uncover the correctly spelled words and compare your answer with the answer provided.)*

1. marsat
2. šaraku
3. byudrus
4. baradna
5. širbat
6. marantu
7. byušrud
8. babrum
9. karabti
10. byušruk
11. barzat
12. šaradna
13. babrik
14. byišrabu
15. darasti

G.5 MIMICRY DRILL: Arabic /r/. [On tape]

G.6 FAMILIARIZATION DRILL: Arabic /r/ versus American /r/ in word-initial position. [On tape]

1. rabat
2. rabak
3. ratam
4. radam
5. radan
6. radaf
7. rasab
8. rasal
9. rasam
10. rašad
11. rafad
12. rafal
13. rašam
14. rakaz
15. rakan

*In the preliminary edition of this work, students found considerable difficulty in the dictation drills. Consequently, errors are to be expected, though reasonably high accuracy on the sounds being drilled should be attained.

G.7 FAMILIARIZATION DRILL: Arabic /r/ versus American /r/ in word-initial position using different forms of the words listed in Drill G.6. [On tape]

G.8 DISCRIMINATION DRILL: Arabic /r/ versus American /r/ in word-initial position; 'same' or 'different'? [On tape]

G.9 RECOGNITION DRILL: Do the following contain an Arabic /r/ or an American /r/? [On tape]

G.10 DICTATION DRILL. [On tape]

1. rakan
2. rašad
3. radnat
4. rakzat
5. rasamu
6. radamu
7. rašamt
8. rasalt
9. ratamt
10. rafalti
11. rasabti
12. rabaktu
13. rafadtu
14. radafna
15. rabatna

G.11 MIMICRY DRILL: Arabic /r/ in word-initial position. [On tape]

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G.12 FAMILIARIZATION DRILL: Arabic /r/ versus American /r/ in word-final position. [On tape]

1. kibir
2. kafar
3. jabar
4. fatar
5. batar

- - - - -

6. zakar
7. badar
8. šakar
9. dabar
10. zafar

- - - - -

11. byikbar
12. byukfur
13. byujbur
14. byiftir
15. byubtur

- - - - -

16. byuzkur
17. byubdur
18. byuškur
19. byudbur
20. byuzmur

- - - - -

G.13 DISCRIMINATION DRILL: Arabic /r/ versus American /r/ in word-final position; 'same' or 'different'? [On tape]

G.14 RECOGNITION DRILL: Do the following contain an Arabic /r/ or an American /r/? [On tape]

G.15 DICTATION DRILL. [On tape]

1. byuzmur
2. jabar
3. byukfur
4. zakar
5. šakar
6. byubdur
7. kafar
8. byiftir
9. dabar
10. byikbar
11. byuškur
12. kibir
13. byubtur
14. byujbur
15. byuzkur

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0 27

G.16 MIMICRY DRILL: Arabic /r/ in word-final position. [On tape]

*** PLEASE STOP THE TAPE ***

H.	Symbol	Stands for a sound like the	Phonetic Description
	ʔ*	break or catch between the syllables 'oh, oh, oh!'	Glottal stop

The /ʔ/ or glottal stop is the complete stoppage of sound and breath like that which occurs before the vowels in the expressions 'Oh, oh!', 'Ah, ah, ah, ah!' (e.g., spoken as a warning to a child), or in the precise "I said 'He's an ice man', not 'a nice man'.", or the 'catch' at the beginning of a deliberate cough.

The problem is not in Americans learning to produce a glottal stop, but rather in their tendency to omit it in rapid speech (e.g., in the above examples, 'He's an ice man' and 'He's a nice man' will normally be pronounced the same unless deliberate care is taken to differentiate between the two).

*** PLEASE START THE TAPE HERE ***

*The symbol /ʔ/ designates both the reflex of the Classical Arabic /q/ and (where appropriate for this dialect) /ʔ/. For present purposes, no attempt is made to differentiate between the two.

H.1 FAMILIARIZATION DRILL: /ʔ/ versus no /ʔ/ in word-medial and word-final position. [On tape]

1. saʔal - saal
2. baʔar - baar
3. faar - faʔar
4. raad - raʔad
5. naal - naʔal
6. šaraʔ - šara
7. našaʔ - našа
8. nafaʔ - nafa
9. nahaʔ - nahа
10. baraʔ - bara
11. fata - fataʔ
12. zana - zanaʔ
13. rafa - rafaʔ
14. rama - ramaʔ
15. stašra - stašraʔ

H.2 FAMILIARIZATION DRILL: /ʔ/ versus no /ʔ/ in word-medial and word-final position using different forms of the words from Drill H.1. [On tape]

H.3 DISCRIMINATION DRILL: /ʔ/ versus no /ʔ/; 'same' or 'different'? [On tape]

H.4 RECOGNITION DRILL: Do the following contain a /ʔ/ or no /ʔ/? [On tape]

H.5 DICTATION DRILL. [On tape]

1. šaraʔ
2. saʔlat
3. našaʔu
4. laʔam
5. naʔamu
6. baʔrat
7. rafaʔu
8. fataʔ
9. naʔbat
10. sabaʔ
11. faʔaru
12. naʔal
13. nafʔat
14. ramaʔu
15. faʔdat

H.6 MIMICRY DRILL: /ʔ/ in word-medial and word-final positions; no contrasts.

[On tape]

1. biʔi - byibʔa
2. saʔal - byisʔal
3. naʔam - byinʔim
4. šaʔa - byišʔa
5. faʔad - byifʔid
6. faʔar - byifʔar
7. baʔar - byubʔur
8. raʔad - byurʔud
9. fiʔir - byifʔar
10. naʔal - byunʔul
11. baraʔ - byibriʔ
12. bazaʔ - byubzuʔ
13. sabaʔ - byusbuʔ
14. salaʔ - byuzluʔ
15. safaʔ - byusfuʔ
16. maraʔ - byumruʔ
17. zaʔzaʔ - bizaʔziʔ
18. baʔbaʔ - bibaʔbiʔ
19. šaʔšaʔ - bišaʔšiʔ
20. raʔraʔ - biraʔriʔ

H.7 DICTATION DRILL. [On tape]

1. biʔi
2. sabaʔ
3. faʔrat
4. šaʔu
5. byibriʔ
6. zaʔzaʔ
7. byufʔud
8. byusfuʔ
9. byiʔdim
10. salaʔ
11. byiʔdar
12. byifʔir
13. byibʔa
14. byunʔul
15. byumruʔ

*** PLEASE STOP THE TAPE ***

A glottal stop in word-initial position is normally interpreted by Americans as a word beginning with a vowel. In order to accustom the student to looking for this possibility, i.e., that a word may begin with a glottal stop even though he doesn't hear it as such, the following drills are provided.

AE..J 30

Note, in Drill H.10 below, that though the glottal stop is not 'heard' in one member of each pair, it very distinctly shows up as a full-fledged consonant in the second member, and thus must be given full value as a consonant in Levantine Arabic.

*** PLEASE START THE TAPE HERE ***

H.8 FAMILIARIZATION DRILL: /ʔ/ in word-initial position. [On tape]

1. ʔabar
2. ʔamar
3. ʔawa
4. ʔirib
5. ʔidim
6. ʔatal
7. ʔalab
8. ʔara
9. ʔasam
10. ʔidir
11. ʔabrat
12. ʔamrat
13. ʔawu
14. ʔirbu
15. ʔatalt
16. ʔalabti
17. ʔarat
18. ʔasamna
19. ʔidru
20. ʔidmat

H.9 DICTATION DRILL. [On tape]

1. ʔalab
2. ʔidmu
3. ʔidrat
4. ʔamarna
5. ʔawat
6. ʔirib
7. ʔataltu
8. ʔasamti
9. ʔidru
10. ʔabarna
11. ʔabar
12. ʔarat
13. ʔalabna
14. ʔamaru
15. ʔatalt

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H.10 MIMICRY DRILL: /ʔ/ in word-initial and word-medial position. [On tape]

1. ʔabar - byuʔbur
2. ʔamar - byuʔmur
3. ʔawa - byiʔwi
4. ʔirib - byiʔrab
5. ʔidim - byiʔdim
6. ʔatal - byuʔtul
7. ʔalab - byiʔlib
8. ʔara - byiʔra
9. ʔasam - byiʔsim
10. ʔidir - byiʔdar

*** PLEASE STOP THE TAPE ***

I. Symbol	Stands for a sound like the American English sound	Phonetic Description
h	'h' in 'hat'	Glottal fricative

The levantine Arabic /h/ is very similar to the American English /h/ in 'his', 'heat', 'hot', etc. However, the Arabic /h/ occurs word-medially and (depending on the dialect) word-finally. Native speakers of English will often tend to omit this sound in rapid speech, thus causing a small problem.

*** PLEASE START THE TAPE HERE ***

I.1 FAMILIARIZATION DRILL: /h/ versus no /h/ in word-medial position.

[On tape]

1. ʔahal - ʔaal	7. daan - dahan	13. mahan - maan
2. bahar - baar	8. raan - rahan	14. nahab - naab
3. bahal - baal	9. saam - saham	15. nahad - naad
4. jahad - jaad	10. šaar - šahar	16. nahal - naal
5. dahas - daas	11. šaaʔ - šahaʔ	17. naham - naam
6. daham - daam	12. maal - mahal	18. jahal - jaal

I.2 FAMILIARIZATION DRILL: /h/ versus no /h/ in word-medial position.

[On tape]

I.3 DISCRIMINATION DRILL: /h/ versus no /h/ in word-medial position; 'same' or 'different'? [On tape]

I.4 RECOGNITION DRILL: Do the following contain an /h/ or 'no /h/'?

[On tape]

I.5 DICTATION DRILL. [On tape]

1. bahar	6. bahalu	11. jahdat
2. dahasu	7. dahmat	12. dahan
3. rahnat	8. saham	13. šaharu
4. šaha?	9. mahalu	14. mahnat
5. nahabu	10. nahdat	15. nahlat

I.6 MIMICRY DRILL: /h/ versus no /h/ in word-medial position. [On tape]

At times confusion between the /h/ and /?/ arises, especially word-medially. The following drills will help eliminate this small problem.

I.7 FAMILIARIZATION DRILL: /h/ versus /?/. [On tape]

1. habar - ?abar	8. ba?al - bahal	15. ?al?al - halhal
2. hawa - ?awa	9. nahab - na?ab	16. byu?bur - byuhbur
3. hara - ?ara	10. nahar - na?ar	17. byihwi - byi?wi
4. hibil - ?ibil	11. nahaš - na?aš	18. byihbal - byi?bal
5. ?amar - hamar	12. naham - na?am	19. byuhmur - byu?mur
6. ?amaz - hamaz	13. na?a - naha	20. byihmiz - byi?miz
7. ba?ar - bahar	14. ?am?am - hamham	

I.8 FAMILIARIZATION DRILL: /h/ versus /?/ using different forms of the words from Drill I.7. [On tape]

I.9 DISCRIMINATION DRILL: /h/ versus /ʔ/; 'same' or 'different'? [On tape]

I.10 RECOGNITION DRILL: Do the following contain an /h/ or a /ʔ/? [On tape]

I.11 DICTATION DRILL. [On tape]

1. nahrat
2. byinhalu
3. byihmis
4. bahlat
5. šahartu
6. byuhzur
7. nahadu
8. bahbalu
9. nahabna
10. byihwi
11. byihmiz
12. byisharu
13. bahartu
14. byinhaš
15. byuhdur

I.12 MIMICRY DRILL: /h/ versus /ʔ/. [On tape]

I.13 FAMILIARIZATION DRILL: /h/ in word-final position; no contrasts.

[On tape]

1. badah - byibdah
2. nakah - byinkah
3. kibih - byikbih
4. nabah - byinbah
5. kirih - byikrah
6. ntabah - byintbih
7. ʔabdah - byibdah
8. tahtah - bitahtih

I.14 MIMICRY DRILL: /h/ in all positions. [On tape]

1. hazar - byuhzur	11. hamas - byihmis	21. nahab - byinhab
2. hamar - byuhmur	12. hamaz - byihmiz	22. nahaš - byinhaš
3. hawa - byihwi	13. sahal - byishil	23. ʔahar - byiʔhar
4. hadar - byuhdur	14. sihir - byishar	24. jihiz - byijhaz
5. haras - byuhrus	15. bahar - byibhir	25. badah - byibdah
6. hadam - byuhdum	16. šahar - byišhir	26. nabah - byinbah
7. harab - byuhrub	17. rihib - byirhab	27. nakah - byinkah
8. hajam - byuhjum	18. zihid - byizhad	28. kirih - byikrah
9. hara - byihri	19. nahar - byinhar	29. kibih - byikbah
10. hibil - byihbal	20. zihir - byizhar	30. ntabah - byintbih

*** PLEASE STOP THE TAPE ***

J.	Symbol	Stands for sounds like the American English	Phonetic Description
	Doubled Consonant	'dd' in 'mad dog' 'tt' in 'cat tea' 'kk' in 'sick kid', etc.	Consonant length, added to any consonant

Levantine Arabic has a contrast which occurs with extremely high frequency in the language between 'short' and 'long' consonants (terms also used are 'doubled' consonants, as reflected in the transcription system used here, and, in certain instances, 'geminate' consonants). The point and manner of articulation are held for approximately twice as long as for 'short' consonants.

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Consonant length occurs in English, but normally when two words occur adjacent to each other, the same sound occurring at the end of the first word and the beginning of the second word. This can be exemplified in the following examples (some of them nonsense items):

'mad dog'	versus	'madog'
'cat tea'	versus	'catty'
'Lyle lacks'	versus	'lilacs'
'pack cage'	versus	'package'
'soothe the'	versus	'sue the'
'Miss Smith'	versus	'Miss Mith'
'tight Tom'	versus	'tie Tom'
'book key'	versus	'bookie'

Note also the sentence 'Dick cut two black cat tails', with four 'long' consonants. As noted above, the transcription system used here will indicate long consonants as two identical adjacent consonants. In addition to the contrast between long and short consonants, you will again note the shortness of the stressed (i.e., here the initial) vowels in the words of Drill J.1.

*** PLEASE START THE TAPE HERE ***

J.1 FAMILIARIZATION DRILL: Long versus short consonants. [On tape]

1. ʔabbar - ʔabar	11. jaddaf - jadaf	21. hajja - haja
2. tabbal - tabal	12. jaddal - jadal	22. najja - naja
3. jabbar - jabar	13. ʔakkal - ʔakal	23. hajjam - hajam
4. sabbaʔ - sabaʔ	14. ʔaθθar - ʔaθar	24. hajjar - hajar
5. kattab - katab	15. kaffar - kafar	25. ʔaššar - ʔašar
6. ʔatal - ʔattal	16. kasar - kassar	26. halak - hallak
7. bada - badda	17. kasam - kassam	27. jala - jalla
8. badal - baddal	18. ʔazar - ʔazzar	28. jalad - jallad
9. hada - hadda	19. hazal - hazzal	29. ʔamar - ʔammar
10. hadam - haddam	20. hašam - haššam	30. kana - kanna

J.2 DISCRIMINATION DRILL: Long versus short consonants; 'same' or 'different'? [On tape]

J.3 RECOGNITION DRILL: Do the following contain a <u>long</u> consonant or a <u>short</u> consonant word-medially? [On tape]

J.4 DICTATION DRILL. [On tape]

1. hajja
2. jaddaft
3. ʔabbaru
4. hajamti
5. ʔakkalna
6. jabartu
7. ʔaššaru
8. kaffarna
9. kattabtu
10. jalla
11. sabbaʔna
12. badu
13. kannat
14. haššamti
15. ʔamartu

J.5 MIMICRY DRILL: Long versus short consonants. [On tape]

In the following drills, two consonants which might cause slight trouble when doubled are drilled: /ʔ, h/.

J.6 FAMILIARIZATION DRILL: Long /ʔ/ versus short /ʔ/. [On tape]

1. raʔʔas - raʔas
2. raʔʔad - raʔad
3. naʔʔar - naʔar
4. naʔʔal - naʔal
5. raʔaf - raʔʔaf
6. faʔar - faʔʔar
7. naʔaz - naʔʔaz
8. waʔad - waʔʔad
9. saʔʔal - saʔal
10. maʔʔat - maʔat
11. naʔʔaš - naʔaš

J.7 DISCRIMINATION DRILL: Long /ʔ/ versus short /ʔ/; 'same' or 'different'?

[On tape]

J.8 RECOGNITION DRILL: Do the following contain a long /ʔ/ or a short /ʔ/?

[On tape]

J.9 DICTATION DRILL. [On tape]

1. daʔʔat
2. naʔašu
3. maʔʔatna
4. saʔʔalt
5. naʔʔaltu
6. faʔʔarti
7. naʔzat
8. waʔʔad
9. naʔʔazat
10. raʔʔafti
11. šaʔʔaʔ
12. naʔʔaru

J.10 MIMICRY DRILL: Long /ʔ/ versus short /ʔ/. [On tape]

J.11 FAMILIARIZATION DRILL: Long /h/ versus short /h/. [On tape]

1. ʔahhal - ʔahal
2. wahhan - wahan
3. dahaš - dahhaš
4. laha - lahha
5. šahhar - šahar
6. jahhaz - jahaz

J.12 DISCRIMINATION DRILL: Long /h/ versus short /h/; 'same' or 'different'?

[On tape]

J.13 RECOGNITION DRILL: Do the following contain a long /h/ or a short /h/?

[On tape]

J.14 DICTATION DRILL. [On tape]

1. sahhad
2. rahhabat
3. dahašu
4. ʔahhabt
5. fahhamt
6. sahhalt
7. dahhantu
8. jahhaltu
9. jahazna
10. zahhadna

J.15 MIMICRY DRILL: Long /h/ versus short /h/. [On tape]

*** PLEASE STOP THE TAPE ***

The long /r/ may prove to be a problem to some Americans inasmuch as it is, in fact, a tongue trill. Some Americans have made this sound from childhood when playing cars and airplanes and will have no trouble. However, if this sound is difficult, try saying the following phrases rapidly and repeatedly, and gradually forcing more air out in the process: butter up and/or put it on. Work on these in odd moments, but frequently, over a period of several days, and you will probably find that very suddenly the tongue trill works.

*** PLEASE START THE TAPE HERE ***

J.16 FAMILIARIZATION DRILL: Long /r/ versus short /r/. [On tape]

1. barrad - barad
2. šarraf - šaraf
3. sarraj - saraj
4. darraj - daraj
5. karram - karam
6. sarab - sarrab
7. barak - barrak
8. karaš - karraš
9. šarad - šarrad
10. tarak - tarrak
11. darras - daras
12. jarrad - jarad

J.17 DISCRIMINATION DRILL: Long /r/ versus short /r/; 'same' or 'different'?

[On tape]

J.18 RECOGNITION DRILL: Do the following contain a long /r/ or a short /r/?

[On tape]

J.19 DICTATION DRILL. [On tape]

1. barradu
2. darrajtu
3. sarabna
4. šarrad
5. šarrafna
6. darajt
7. barraku
8. tarraktu
9. sarajti
10. karram
11. karraštu
12. darrasna

J.20 MIMICRY DRILL: Long /r/ versus short /r/. [On tape]

*** PLEASE STOP THE TAPE ***

K.	Symbol	Phonetic Description
	Doubled vowel	Vowel length, added to any vowel

In addition to the contrast between long and short consonants, Levantine Arabic has another high frequency contrast between long and short vowels. Long vowels, analogously to their long consonant counterparts, are held approximately twice as long as short vowels. Further, long vowels, again analogously to their long consonant counterparts, will be indicated in the transcription by two identical adjacent vowels (e.g., -aa-, -ii-, etc.).

In English, any stressed vowel (i.e., the vowel that is pronounced the loudest in the word) will normally be lengthened. Thus there is the strong tendency for Americans to lengthen Arabic stressed short vowels as was noted in Section F, which in turn tends to distort the short and long vowel contrast unless particular attention is paid to keeping these stressed <u>short</u> vowels short. On the other hand, Americans will probably need to exaggerate the Arabic <u>long</u> vowel slightly in order to maintain the proper contrasts.

*** PLEASE START THE TAPE HERE ***

PRONUNCIATION

K.1 FAMILIARIZATION DRILL: Long vowels versus short vowels. [On tape]

1. kaaram - karam
2. haaja - haja
3. baadar - badar
4. baadal - badal
5. ʔaamar - ʔamar
6. katab - kaatab
7. ʔatal - ʔaatal
8. kašaf - kaašaf
9. hada - haada
10. bada - baada
11. ʔaazar - ʔazar
12. jaabar - jabar
13. naaja - naja
14. naaʔal - naʔal
15. kaafa - kafa
16. hazal - haazal
17. bara - baara
18. ʔakal - ʔaakal
19. jalad - jaalad
20. saba? - saaba?

K.2 DISCRIMINATION DRILL: Long vowels versus short vowels; 'same' or 'different'? [On tape]

K.3 RECOGNITION DRILL: Do the following words contain a <u>long</u> vowel or a <u>short</u> vowel? [On tape]

K.4 DICTATION DRILL. [On tape]

1. laaha	6. saaba?	11. ?aazar
2. šaaharu	7. ?amar	12. saafaru
3. raabu	8. naa?alu	13. na?aš
4. haadat	9. ?aada	14. kaatar
5. ?aatal	10. katabu	15. naa?aru

K.5 MIMICRY DRILL: Long vowels versus short vowels. [On tape]

In the following set of drills, the student will be drilled on the contrasts between <u>long consonants</u> versus <u>long vowels</u> versus neither.

K.6 FAMILIARIZATION DRILL: Long consonants versus long vowels. [On tape]

1. na??aš - naa?aš
2. na??ar - naa?ar
3. wa??af - waa?af
4. na??al - naa?al
5. rabba - raaba
6. kaabar - kabbar
7. jaabar - jabbar
8. taabal - tabbal
9. saaba? - sabba?
10. kaatar - kattar
11. kattab - kaatab
12. ?attal - ?aatal
13. najja - naaja
14. jaddal - jaadal
15. nazzal - naazal
16. ?aazar - ?azzar
17. saafar - saffar
18. ?aakal - ?akkal
19. saalam - sallam
20. jaalad - jallad
21. ?ammar - ?aamar
22. šahhar - šaahar
23. dahhan - daahan
24. lahha - laaha
25. ?awwam - ?aawam
26. saawam - sawwam
27. daawar - dawwar
28. ?aayas - ?ayyas
29. saayar - sayyar
30. saaya? - sayya?
31. tna??al - tnaa?al
32. twa??af - twaa?af
33. t?abbal - t?aabal
34. tkattab - tkaatab
35. tkammal - tkaamal
36. tsaahal - tsahhal
37. tfaaham - tfahham
38. tbaahal - tbahhal
39. tjaawaz - tjawwaz
40. tsaaya? - tsayya?

K.7 DISCRIMINATION DRILL: Long consonants versus long vowels; 'same' or 'different'? (Caution: the pairs, if the same, may contain <u>either</u> long consonants <u>or</u> long vowels). [On tape]

K.8 RECOGNITION DRILL: Do the following words contain a long consonant or a long vowel? [On tape]

K.9 DICTATION DRILL. [On tape]

1. sayyar
2. dawwar
3. lahha
4. ʔammar
5. jaalad
6. ʔakkal
7. ʔaazar
8. jaadal
9. ʔaatal
10. kattar
11. taabal
12. kabbar
13. naaʔal
14. tʔaabal
15. tkammal

K.10 MIMICRY DRILL: Long consonants versus long vowels. [On tape]

K.11 FAMILIARIZATION DRILL: Long consonants versus long vowels; further practice. [On tape]

1. bina??iš - binaa?iš
2. bitna??ir - bitnaa?ir
3. bawa??if - bawaa?if
4. bina??lu - binaa?lu
5. bitrabbu - bitraabu
6. mkaabir - mkabbir
7. mjaabra - mjabbra
8. taabil - tabbil
9. saab?i - sabb?i
10. kaatru - kattru
11. kattabu - kaatabu
12. ?attalat - ?aatalat
13. najjat - naajat
14. bijaddlu - bijaadlu
15. bitnazzlu - bitnaazlu
16. bi?aazir - bi?azzir
17. binsaafir - binsaffir
18. bi?aakil - bi?akkil
19. msaalim - msallim
20. mjaalde - mjallde *
21. ?ammir - ?aamir
22. šahhri - šaahri
23. dahhnu - daahnu
24. lahhu - laahu
25. ?awwamat - ?aawamat
26. saawamu - sawwamu
27. bidaawru - bidawwru
28. bi?aayis - bi?ayyis
29. bitsaayir - bitsayyir
30. bitsaay?u - bitsayy?u
31. byitna??al - byitnaa?al
32. byitwa??afu - byitwaa?afu
33. mit?abbil - mit?aabil
34. mitkattbe - mitkaatbe
35. tkammalat - tkaamalat
36. tsaahalu - tsahhalu
37. byitfaahamu - byitfahhamu
38. byitbaahal - byitbahhal
39. tajaawuz - tajawwuz
40. tasaayu? - tasayyu?

*/e/ in word-final position is similar to the English vowel sound of 'bay', 'bait', 'bale', etc.

K.12 DISCRIMINATION DRILL: Long consonants versus long vowels; 'same' or 'different'? [On tape]

K.13 RECOGNITION DRILL: Do the following words contain a long consonant or a long vowel? [On tape]

K.14 DICTATION DRILL. [On tape]

1. mit?akkid
2. bisammu
3. naayim
4. batmanna
5. saawu
6. mkaašif
7. bitbaadir
8. saaba?at
9. byit?ammalu
10. baadalu
11. mšammis
12. kaatib
13. biraaslu
14. batzakkar
15. mitmayyiz

K.15 MIMICRY DRILL: Long consonants versus long vowels. [On tape]

K.16 FAMILIARIZATION DRILL: Review; no length versus consonant length versus vowel length. [On tape]

1. jabar - jabbar - jaabar
2. tabal - tabbal - taabal
3. jalad - jallad - jaalad
4. badal - baddal - baadal
5. na?al - na??al - naa?al
6. kattab- kaatab - katab
7. sabba?- saaba? - saba?
8. ?azzar- ?aazar - ?azar
9. jaddal - jaadal - jadal
10. ?akkal - ?aakal - ?akal
11. šaahar - šahar - šahhar
12. ?aatal - ?atal - ?attal
13. naa?ar - na?ar - na??ar
14. laaha - laha - lahha
15. naaja - naja - najja

K.17 MIMICRY DRILL: No length versus consonant length versus vowel length. [On tape]

*** PLEASE STOP THE TAPE ***

L. Syllables; stress; more on long consonants and long vowels.

It is necessary at this point to introduce certain information about syllables and stress inasmuch as it is difficult (virtually impossible) to obtain pairs of words which exhibit contrasts between the short and long and /i/ which do not, simultaneously, exhibit shifts in the position of the stress.

In the middle of a word, i.e., word-medially, syllables will normally begin with one consonant, as can be seen in the following examples:

maktab : mák - tab

maktabe : mák - ta - be

katbat : kát - bat

katabu : ká - ta - bu

katab : ká - tab

baktub : bák - tub

liktaab : lik - táab

kaatib : káa - tib

Word-initially, however, syllables not infrequently begin with two consonants, and occasionally (where the middle consonant is a /t/) with three, as in the following examples:

Two:		Three:	
	ktaab		striiH
	jdiid		stfiidu
	byuktub		
	btudrus		
	ntabah		
	štarak		
	mnišrab		

PRONUNCIATION

On the basis of the above, divide the following words into their constituent syllables on the analogy of the example:

Example: n a z|z a l|n i

1. b y i t k a m m a l u
2. n t a b a h t
3. b a ʔ a r n a
4. b i s a a f r u
5. m ʔ a t t i l
6. b i j a d d l u
7. m i t f a h h m e
8. š t a r e e t h a
9. m a k a a t i b
10. m d a h h a š
11. n a ʔ ʔ a š t u
12. š a h r a t
13. b y u h r u b
14. t a r b i y e
15. b y i t n a ʔ ʔ a l
16. m s a l l m i i n
17. b i š u u f u u n i
18. ʔ a k a l t
19. b y i k r a h u
20. b i t f a ʔ ʔ r u

The syllable in any given word that receives the stress, i.e., that is pronounced the loudest, is generally predictable in terms of the consonant-vowel sequences within the word. To find the stressed syllable, follow these steps:

a. Find the long vowel (-VV-) or 'vowel-consonant-consonant' (-VCC-) sequence nearest the end of the word. If such exists, that vowel receives the stress. Note that, as formulated, this latter sequence will cross syllable boundaries. Examples:

-V́CC-	sá?lat	rá??as	byitjáwwaz
	sa?ált	rá??asu	bitsállim
	sa?álti	ra??ást	bisallímli
-V́V-	sáaba?	báadalu	bikáašfu
	mkáabir	tajdíil	maktúub
	darasúu	bišúufu	katabúu

b. If there are no long vowels or -VCC- sequences, then the stress falls on the first syllable of the word, provided there are no more than three syllables; if there are more than three syllables, the stress occurs on the third syllable from the end of the word.

Examples: sá?alu šárat málik

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PRONUNCIATION

On the basis of the above examples, underline the long vowels or -VCC- sequences if such occur, and mark the stress in the above examples. Do the same for the following words.

1. b i t n a a z l u	8. b i ʔ a z z r u	15. b i t r a a s l u
2. m j a l l d e	9. b y i r h a b	16. m i t ʔ a k k i d
3. t k a m m a l u	10. š a a f h u m	17. j a l l i d
4. t k a m m a l t u	11. h a r b a t	18. m s a a f i r
5. k a t a b u	12. ʔ a a b i l	19. n a ʔ a š
6. ʔ a a l a t l i	13. t a b a a d u l	20. b i j a a b i r
7. h a j j a m n a	14. m ʔ a a t a l e	

*** PLEASE START THE TAPE HERE ***

L.1 READING DRILL: Word stress. Read the above words, being careful to stress them as you have marked them; your reading will be confirmed, or corrected, on the tape, with a space immediately following for mimicry. [On tape]

L.2 FAMILIARIZATION DRILL: /uu/ versus /u/ and /ii/ versus /i/; note the shift in stress, which can be explained in terms of the above exercises. [On tape]

1. sá?alu - sa?alúu-ha
2. ?átalu - ?atalúu-ha
3. kábasu - kabasúu-hum
4. dáhašu - dahašúu-na
5. ?alábtu - ?alabtúu-hum
6. kasártu - kasartúu-ha
7. kamáštu - kamaštúu-hum
8. jabárti - jabartíi-ni
9. na?álti - na?altíi-hum
10. našárti - našartíi-ha

L.3 READING DRILL: Read the above pairs of words, being careful to maintain both the correct stress and long vowels where appropriate; your reading will be confirmed, or corrected, on the tape, with a space immediately following for repetition. [On tape]

L.4 FAMILIARIZATION DRILL: /uu/ and /ii/ without contrasts; note the placement of stress in these words. [On tape]

1. bikuun
2. biduur
3. bisuu?
4. bi?uudu
5. bišuufu
6. biziidu
7. bitjiib
8. bitšiil
9. bitziilu
10. bitriidu
11. mas?uul
12. ma?tuul
13. makbuus
14. ma?luub
15. manšuur
16. mrakkziin
17. msakkriin
18. darastiilo
19. byistafiidu
20. ?aabliin
21. libyuut
22. mluuk
23. li?ruuš
24. jhuud
25. kfuuf
26. ?ariib
27. likbiir
28. safiine
29. ?aliil
30. makatiib

L.5 READING DRILL: Read the above words, being careful to maintain both the correct stress and long vowels where appropriate; your reading will be confirmed, or corrected, on the tape, with a space immediately following for repetition. [On tape]

L.6 DICTATION DRILL. [On tape]

1. byibniilak
2. bi?uulu
3. bit?iis
4. rasuul
5. sabiil
6. bitzuuru
7. jdiid
8. [illegible]aksuur
9. madiine
10. byuu?af
11. byijliilo
12. majbuur
13. nsiithum
14. binfuuz
15. byi?ruuha

A further problem that often crops up is the combination of a long consonant followed by a (stressed) long vowel. Americans will normally tend to shorten the long consonant in this combination.

L.7 FAMILIARIZATION DRILL: 'Long consonant + long (stressed) vowel' versus 'short consonant + long (stressed) vowel'. [On tape]

1. najjéet - najéet
2. baddúuha - badúuha
3. ša??áak - ša?áak
4. haddúuha - hadúuha
5. jaléena - jalléena
6. laháani - lahháani
7. hajúuha - hajjúuha
8. šakéena - šakkéena

L.8 DISCRIMINATION DRILL: 'Long consonant + long (stressed) vowel' versus 'short consonant + long (stressed) vowel'; 'same' or 'different'? [On tape]

L.9 RECOGNITION DRILL: Do the following words contain a <u>long consonant</u> or a <u>short consonant</u> immediately preceding the stressed vowel? [On tape]

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L.10 DICTATION DRILL. [On tape]

1. samméetak	6. kubbáaye	11. bakkíir
2. ʔaddéeš	7. waʔʔáaf	12. kuttáab
3. rassáam	8. bawwáab	13. rabbéetu
4. tannúura	9. durráaʔ	14. waddúuha
5. sikkíin	10. tujjáar	15. rabbúuni

L.11 MIMICRY DRILL: Long consonant + long (stressed) vowel; no contrasts.

[On tape]

*** PLEASE STOP THE TAPE ***

In the following words, the <u>initial</u> consonant of the word may be lengthened or not (these words are nouns, and the lengthened initial consonant here indicates the definite article 'the'). There may be difficulty in hearing this lengthened consonant, and sometimes a short <u>i</u> vowel is added at the beginning of the word. In spite of any problems in hearing these contrasts, they are extremely important.

*** PLEASE START THE TAPE HERE ***

L.12 FAMILIARIZATION DRILL: Long consonant versus short consonant in word-initial position. [On tape]

1. ttarjame	- tarjame	11. jjaaj	- jaaj	21. ssukkaan	- sukkaan
2. ttarbiye	- tarbiye	12. jjiiraan	- jiiraan	22. ssafiir	- safiir
3. ttilmiiz	- tilmiiz	13. jjariide	- jariide	23. ssu?aal	- su?aal
4. ddiblumaasi	- diblumaasi	14. nnaas	- naas	24. šša?fe	- ša?fe
5. ddinya	- dinya	15. nnuur	- nuur	25. ššaraf	- šaraf
6. danab	- ddanab	16. numra	- nnumra	26. širke	- šširke
7. zeet	- zzeet	17. nabi	- nnabi	27. šoob	- ššoob
8. zyaara	- zzyaara	18. lahje	- llahje	28. ra?i	- rra?i
9. zibde	- zzibde	19. liista	- lliista	29. ruusi	- rruusi
10. jawaab	- jjawaab	20. leele	- lleele	30. rutbe	- rrutbe

L.13 DISCRIMINATION DRILL: Long consonant versus short consonant in word-initial position; 'same' or 'different'? [On tape]

L.14 RECOGNITION DRILL: Do the following words contain a long consonant or a short consonant in word-initial position? [On tape]

L.15 MIMICRY DRILL: Long consonant versus short consonant in word-initial position. [On tape]

*** PLEASE STOP THE TAPE ***

M.	Symbol	Stands for a sound like	Phonetic Description
	x	Clearing your throat to spit!	Voiceless (post) velar fricative

The Levantine Arabic /k/ is like the American English /k/ (as was noted in Section A) and thus poses no problem. The Levantine Arabic /x/ is different, but relatively easy to learn and master with a little practice. Try clearing your throat to spit! Though indelicate by American standards, the sound is as simple as that! What you are doing is making a 'k' sound (where the back of your throat stops the air from getting through), and moving your tongue down just a little bit in order to let the air pass through and cause the characteristic 'scraping' or 'rasping' quality of the /x/.

*** PLEASE START THE TAPE HERE ***

M.1 FAMILIARIZATION DRILL: /x/ versus /k/. [On tape]

1. xatam - katam	11. maxaz - makaz	21. byuxfur - byukfur
2. xadaš - kadaš	12. naxar - nakar	22. byixmiš - byikmiš
3. xadam - kadam	13. sabax - sabak	23. byixmal - byikmal
4. xaram - karam	14. salax - salak	24. byušxur - byuškur
5. xasaf - kasaf	15. malax - malak	25. byunxuz - byunkuz
6. kafat - xafat	16. byiktim - byixtim	26. byunkur - byunxur
7. kafar - xafar	17. byikdiš - byixdiš	27. kalkal - xalxal
8. kamaš - xamaš	18. byikrim - byixrim	28. tkalkal - txalxal
9. kimil - ximil	19. byiksif - byixsif	29. taktak - taxtax
10. šakar - šaxar	20. byikfit - byixfit	30. bitaktik - bitaxtix

M.2 DISCRIMINATION DRILL: /x/ versus /k/; 'same' or 'different'? [On tape]

M.3 RECOGNITION DRILL: Do the following contain a /x/ or a /k/? [On tape]

M.4 DICTATION DRILL. [On tape]

1. naxar	6. byixfit	11. xadaš
2. byixmal	7. maxaz	12. byixsif
3. byuškur	8. bitaxtix	13. kasaf
4. naaxir	9. xatamu	14. byixmiš
5. kamaš	10. byikdiš	15. bixalxil

M.5 MIMICRY DRILL: /x/. [On tape]

M.6 MIMICRY DRILL: /x/ versus /k/. [On tape]

As with previously noted consonants, /x/ may occur as a 'long consonant' also, as is noted in the following drills.

M.7 FAMILIARIZATION DRILL: Long /x/ versus short /x/. [On tape]

1.	dɑxxal	daxal	4.	saxan	saxxan
2.	raxxam	raxam	5.	daxan	daxxan
3.	saxxar	saxar	6.	naxa	naxxa

M.8 DISCRIMINATION DRILL: Long /x/ versus short /x/; 'same' or 'different'? [On tape]

M.9 RECOGNITION DRILL: Do the following contain a long /x/ or a short /x/? [On tape]

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M.10 DICTATION DRILL. [On tape]

1. daxal
2. baxxar
3. raxamna
4. faxxamu
5. saxxartu
6. naxxat
7. ʔaxxart
8. daxxant
9. saxanti
10. ʔaxadu

M.11 MIMICRY DRILL: Long /x/ versus short /x/. [On tape]

*** PLEASE STOP THE TAPE ***

N.	Symbol	Stands for a sound like	Phonetic Description
	H	Strongly whispered 'h'	Voiceless pharyngeal fricative

The Levantine Arabic /H/, for all the trouble it has caused Americans, is in reality fairly simple, though it will take practice to bring it under control. Try whispering 'Hey you!'; repeat this, whispering it as loud as you can. Do this again a couple of times; then say only the first word, elongating the initial 'h' sound, 'Hhhhhhhhheeey'. Repeat this, pushing the sound further back in your throat. This is the sound you want--you should be able to feel the muscles in your throat get very tense when you make this sound. Try saying the following English words with this 'H': 'Ha', 'He', 'How', 'Hit', 'Hoot'. Practice this /H/ in the following nonsense

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syllables:

Ha Ha Ha	aH aH aH	aHa aHa aHa	('a' as in 'cast')
Hi Hi Hi	iH iH iH	iHi iHi iHi	('i' as in 'hit')
Hu Hu Hu	uH uH uH	uHu uHu uHu	('u' as in 'Luke')

Continue this type of practice, substituting the vowel sounds of words like 'beat', 'bait', 'cot', 'caught', 'coat', 'cook'. Do this on your own inasmuch as it will help in bringing this sound under control.

*** PLEASE START THE TAPE HERE ***

N.1 FAMILIARIZATION DRILL: /H/ versus /x/. [On tape]

1. Hibil - xibil
2. Hatam - xatam
3. Haraj - xaraj
4. Haram - xaram
5. Halaf - xalaf
6. xili - Hili
7. xala? - Hala?
8. xabb - Habb
9. xallaf - Hallaf
10. xammas - Hammas
11. Halla - xalla
12. Haddar - xaddar
13. Harraj - xarraj
14. Habbar - xabbar
15. Haalaf - xaalaf
16. saxar - saHar
17. saxan - saHan
18. zaxam - zaHam
19. naxab - naHab
20. naxar - naHar
21. naHal - naxal
22. ntaHab - ntaxab
23. ttaHad - ttaxad
24. naHa - naxa
25. kamaH - kamax
26. nafax - nafaH
27. baax - baaH
28. masax - masaH
29. saax - saaH
30. byixbal - byiHbal
31. byiHtim - byixtim
32. byuHrum - byuxrum
33. byiHlif - byixlif
34. byiHmil - byixmil
35. byisHar - byisxar
36. byusxun - byusHun
37. byikmax - byikmaH
38. bixallif - biHallif
39. bixammis - biHammis
40. bixalli - biHalli
41. biHaddir - bixaddir
42. biHarrij - bixarrij
43. biHabbir - bixabbir
44. biHaalif - bixaalif
45. HalHal - xalxal
46. txalxal - tHalHal
47. tbaxbax - tbaHbaH
48. bixalxil - biHalHil
49. byitbaxbax - byitbaHbaH
50. byitxalxal - byitHalHal

N.2 DISCRIMINATION DRILL: /H/ versus /x/; 'same' or 'different'? [On tape]

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N.3 RECOGNITION DRILL: Do the following contain a /H/ or a /x/? [On tape]

N.4 DICTATION DRILL. [On tape]

1. masaH
2. zaHam
3. nafax
4. xallaf
5. biHammis
6. kamaHu
7. xabbarna
8. byuHrum
9. Harajt
10. ntaxab
11. biHaddru
12. byixtim
13. naHaltu
14. Hallu
15. byiHbalu

N.5 MIMICRY DRILL: /H/. [On tape]

N.6 MIMICRY DRILL: /H/ versus /x/. [On tape]

As with the /x/ and all previously learned consonants, the /H/ also occurs long or doubled, as is seen in the following drills.

N.7 FAMILIARIZATION DRILL: Long /H/ versus short /H/. [On tape]

1. raHHal - raHal
2. saHHa? - saHa?
3. maHHa - maHa
4. saHar - saHHar
5. raHam - raHHam
6. naHa - naHHa

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N.8 DISCRIMINATION DRILL: Long /H/ versus short /H/; 'same' or 'different'?

[On tape]

N.9 RECOGNITION DRILL: Do the following contain a long /H/ or a short /H/?

[On tape]

N.10 DICTATION DRILL. [On tape]

1. baHHar
2. laHas
3. raHHabu
4. faHHamt
5. kaHHalt
6. maHa?ti
7. naHHastu
8. raHHamt
9. naHHeena

N.11 MIMICRY DRILL: Long /H/ versus short /H/. [On tape]

N.12 MIMICRY DRILL: Long /H/ versus long /x/. [On tape]

*** PLEASE STOP THE TAPE ***

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PRONUNCIATION

The contrast between the /H/ and /h/ is somewhat subtle, though important. You may have to repeat the Familiarization Drill N.13 several times.

*** PLEASE START THE TAPE HERE ***

N.13 FAMILIARIZATION DRILL: /H/ versus /h/. [On tape]

1. Hajar - hajar	16. mahal - maHal	31. byuHzur - byuhzur
2. Hadaj - hadaj	17. mahan - maHan	32. byiHzim - byihzim
3. Hadar - hadar	18. rahab - raHab	33. byiHšim - byihšim
4. Haras - haras	19. zahaf - zaHaf	34. byiHmil - byihmil
5. Hazar - hazar	20. mahak - maHak	35. byijHid - byijhid
6. hazam - Hazam	21. safaH - safah	36. byizhar - byizHar
7. hašam - Hašam	22. nabaH - nabah	37. byikhil - byikHil
8. hamal - Hamal	23. nazaH - nazah	38. byilhid - byilHid
9. habb - Habb	24. šaraH - šarah	39. byilhim - byilHim
10. haram - Haram	25. HalHal - halhal	40. byimhil - byimHil
11. jaHad - jahad	26. hamham - HamHam	41. byimHin - byimhin
12. zaHar - zahar	27. byuhjur - byuHjur	42. byisfaH - byisfah
13. kaHal - kahal	28. byuhduj - byuHduj	43. biHalHil - bihalhil
14. laHad - lahad	29. byuhdur - byuHdur	44. biHamHim - bihamhim
15. laHam - laham	30. byuhrus - byuHrus	

N.14 DISCRIMINATION DRILL: /H/ versus /h/; 'same' or 'different'? [On tape]

N.15 RECOGNITION DRILL: Do the following contain a /H/ (i.e., 'big H') or a /h/ (i.e., 'little h')? [On tape]

N.16 DICTATION DRILL. [On tape]

1. laHam
2. byuhrus
3. biHalHil
4. zaHarna
5. byuHjur
6. byisfaHu
7. habbeet
8. šaariH
9. byilHim
10. Hazamtu
11. safaHna
12. byizharu
13. Hadar
14. raHabt
15. byihšim

N.17 MIMICRY DRILL: /H/ versus /h/. [On tape]

*** PLEASE STOP THE TAPE ***

PRONUNCIATION

0. Symbol	Stands for a sound like	Phonetic Description
9	a strangled vowel, or a voiced /H/	Voiced pharyngeal fricative

The /9/ (pronounced 9ayn by the Arabs) is the voiced counterpart of the /H/. In both of these sounds the muscles in the throat become very tense and the passageway at the back of the throat becomes constricted. The /9/ thus comes out with a distinctly strangled quality! Try the following in order to produce this sound:

(1) Make a /H/ and add voicing;*

(2) Say the vowel sounds in the words 'cat', 'cot', 'caught'; repeat without pausing (you will feel the vowel being made progressively further back in the mouth); repeat again, but this time push the vowel sound further back down in your mouth until your voice cracks;

(3) Take a spoon, or something with a handle, and press the back of your tongue down and back (as in the doctor's office), and say 'aaaaaaahhhh'; repeat, moving the back of your tongue backwards and forwards with the handle.

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*The following voiced-voiceless exercises with your tutor or linguist may be a helpful prelude:

s̬s̬s̬s̬s̬-jjjjj	jjjjj-s̬s̬s̬s̬s̬	jjj-s̬s̬s̬-jjj-s̬s̬s̬
sssss-zzzzz	zzzzz-sssss	zzz-sss-zzz-sss
fffff-vvvvv	vvvvv-fffff	vvv-fff-vvv-fff
θθθθθ-ðððð	ðððð-θθθθθ	ðð-θθθ-ðð-θθθ
hhhhh-aaaaa	aaaaa-hhhhh	aaa-hhh-aaa-hhh
HHHHH-99999	99999-HHHHH	999-HHH-999-HHH

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Practice this sound in the following nonsense syllables:

a9 a9 a9 a9a a9a a9a 9a 9a 9a ('a' as in 'cat')

Much more difficult, but helpful, try to substitute the vowel sound of 'beat' in the above syllables; repeat, but using the vowel sound of 'Luke'.

The strangled quality of the /9/, it will be noted, will characteristically tend to smear into the adjacent vowel sounds. If the /9/ is made correctly, this smearing will take place more or less naturally.

*** PLEASE START THE TAPE HERE ***

PRONUNCIATION

0.1 FAMILIARIZATION DRILL: /9/ versus /H/. [On tape]

1. 9abas - Habas	16. zaHal - za9al	31. byi9ma - byiHma
2. 9ajaz - Hajaz	17. zaHam - za9am	32. byi9ni - byiHni
3. 9azam - Hazam	18. saHar - sa9ar	33. byi9di - byiHdi
4. 9afar - Hafar	19. šaHab - ša9ab	34. byi9lif - byiHlif
5. 9imi - Himi	20. nazaH - naza9	35. byi9wi - byiHwi
6. Hana - 9ana	21. ʔara9 - ʔaraH	36. byidHar - byid9ar
7. Hada - 9ada	22. šara9 - šaraH	37. byizHam - byiz9am
8. Haraj - 9araj	23. bara9 - baraH	38. byisHar - byis9ar
9. HaʔarHab - 9aʔar	24. naba9 - nabaH	39. byišHab - byiš9ab
10. Halaf - 9alaf	25. naja9 - najaH	40. byinzaH - byinza9
11. 9ala - Hala	26. raHraH - ra9ra9	41. byiʔra9 - byiʔraH
12. 9imil - Himil	27. zaHzaH - za9za9	42. byišra9 - byišraH
13. 9awa - Hawa	28. byiHbis - byi9bis	43. byibra9 - byibraH
14. 9aʔad - HaʔadHar	29. byiHzim - byi9zim	44. byinba9 - byinbaH
15. da9ar - daHar	30. byuHfur - byu9fur	45. byinza9 - byinzaH

0.2 DISCRIMINATION DRILL: /9/ versus /H/; 'same' or 'different'? [On tape]

0.3 RECOGNITION DRILL: Do the following contain an /9/ or a /H/? [On tape]

0.4 DICTATION DRILL. [On tape]

1. za9al	6. da9arna	11. saaHir
2. bara9tu	7. Haweetu	12. byibra9
3. byidHaru	8. byi9bis	13. šaʿabu
4. byu9fur	9. ʾara9	14. mašruu9
5. 9abasu	10. 9imil	15. ra9ra9

0.5 MIMICRY DRILL: /9/. [On tape]

0.6 MIMICRY DRILL: /9/ versus /H/. [On tape]

*** PLEASE STOP THE TAPE ***

The /9/ is sometimes confused with the /r/ by Americans. The following set of drills is designed to clarify the contrast between these two sounds as well as give further practice with the /9/.

*** PLEASE START THE TAPE HERE ***

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0.7 FAMILIARIZATION DRILL: /9/ versus /r/. [On tape]

1. ba9ad - barad	16. badar - bada9	31. byi9jib - byirjib
2. ti9ib - tirib	17. dafar - dafa9	32. byu9kum - byurkum
3. da9as - daras	18. damar - dama9	33. byi9dil - byirdil
4. ši9ib - širib	19. nabar - naba9	34. byi9zi' - byirzi'
5. za9a' - zara'	20. na'ar - na'a9	35. byista9jil - byistarjil
6. raba' - 9aba'	21. šamma9 - šammar	36. byišrab - byiš9ab
7. rajal - 9ajal	22. baššа9 - baššar	37. byizra' - byiz9a'
8. rakam - 9akam	23. naffa9 - naffar	38. bišabbir - bišabbi9
9. radal - 9adal	24. jamma9 - jammar	39. bisajjir - bisajji9
10. rata - 9ata	25. naafa9 - naafar	40. binaafir - binaafi9
11. 9abba - rabba	26. jarjar - ja9ja9	41. bibaššі9 - bibaššir
12. 9attab - rattab	27. zarzar - za9za9	42. byitnawwa9 - byitnawwar
13. 9a''am - ra''am	28. birabbi - bi9abbi	43. byistabši9 - byistabšir
14. 9amma' - ramma'	29. birattib- bi9attib	44. bija9ji9 - bijarjir
15. 9ajjal - rajjal	30. birajjil- bi9ajjil	45. biza9zi9 - bizarzir

0.8 DISCRIMINATION DRILL: /9/ versus /r/; 'same' or 'different'? [On tape]

0.9 RECOGNITION DRILL: Do the following contain an /9/ or an /r/? [On tape]

0.10 DICTATION DRILL. [On tape]

1. sta9jalu	6. 9aa?id	11. byirdil
2. stabšar	7. byizra?u	12. ra9adu
3. 9akkeet	8. byi9?ib	13. byit9abu
4. byu9bu?	9. bi9aa?ib	14. 9abbuuli
5. ra??adu	10. byit9ammal	15. byi9zi?

0.11 MIMICRY DRILL: /9/ versus /r/. [On tape]

*** PLEASE STOP THE TAPE ***

Another contrast which may cause some confusion is the contrast between the /9/ and the /?/. Note that there is a complete stoppage of breath and sound for the /?/, whereas the /9/ is continuous and characteristically marked by the 'strangled' quality noted previously (this 'strangled' quality is particularly noticeable as it smears over into the adjacent vowels; this is lacking with the /?/).

*** PLEASE START THE TAPE HERE ***

0.12 FAMILIARIZATION DRILL: /9/ versus /ʔ/ in word-medial and word-final position. [On tape]

1. sa9al - saʔal	16. nazaʔ - naza9	31. byiʔbid - byi9bid
2. ja9ar - jaʔar	17. nafaʔ - nafa9	32. byuʔbur - byu9bur
3. na9ab - naʔab	18. saraʔ - sara9	33. byiʔsa - byi9sa
4. na9ar - naʔar	19. naffaʔ - naffa9	34. [illegible]ʔšar - byi9šar
5. na9aš - naʔaš	20. šarraʔ - šarra9	35. [illegible]ʔlim - byi9lim
6. naʔam - na9am	21. ntaša9 - ntašaʔ	36. [illegible]s9al - byisʔal
7. zaʔam - za9am	22. ntafa9 - ntafaʔ	37. [illegible]id9ab - byidʔab
8. ntaʔaš - nta9aš	23. rtafa9 - rtafaʔ	38. [illegible]n9im - byinʔim
9. ntaʔal - nta9al	24. stanfa9 - stanfaʔ	39. [illegible]z9im - byizʔim
10. badaʔ - bada9	25. trawwa9 - trawwaʔ	40. [illegible]yit9abbad - byitʔabbad
11. bara9 - baraʔ	26. taʔtaʔ - ta9ta9	41. b[illegible]t?assaf - byit9assaf
12. raba9 - rabaʔ	27. zaʔzaʔ - za9za9	42. bi[illegible]a?li? - bila9li9
13. rafa9 - rafaʔ	28. raʔraʔ - ra9ra9	43. biša?ši? - bišaʔ9ši9
14. šara9 - šaraʔ	29. tʔabbad - t9abbad	44. biza?zi? - biza9zi9
15. xala9 - xalaʔ	30. tʔassaf - t9assaf	45. bira?ri? - bira9ri9

0.13 DISCRIMINATION DRILL: /9/ versus /ʔ/ in word-medial and word-final position; 'same' or 'different'? [On tape]

0.14 RECOGNITION DRILL: Do the following contain an /9/ or a /ʔ/? [On tape]

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0.15 DICTATION DRILL. [On tape]

1. bi9immu
2. naba?na
3. šа9bat
4. binajj9u
5. fi?rat
6. bitšii9
7. zara9t
8. bi9uum
9. byi?dim
10. lu9na
11. stašra?
12. bi9alli?
13. bašra9
14. stab?u
15. byir9id

0.16 MIMICRY DRILL: /9/ versus /?/ in word-medial and word-final positions.

[On tape]

*** PLEASE STOP THE TAPE ***

The /9/ and /?/ are not infrequently confused in word-initial position. When listening carefully, however, you will again hear the 'strangled' quality of the /9/ which is lacking for the word-initial /?/. You may find it necessary to repeat Drill 0.17 in order to be sure that you hear this contrast.

*** PLEASE START THE TAPE HERE ***

0.17 FAMILIARIZATION DRILL: /9/ versus /ʔ/ in word-initial position.

[On tape]

1. 9abad - ʔabad	11. 9abbad - ʔabbad	21. 9allab - ʔallab
2. 9ammar - ʔammar	12. 9asar - ʔasar	22. 9assal - ʔassal
3. 9abar - ʔabar	13. 9ajjal - ʔajjal	23. 9aθθar - ʔaθθar
4. 9aad - ʔaad	14. 9abb - ʔabb	24. 9tamar - ʔtamar
5. 9allam - ʔallam	15. 9ašar - ʔašar	
6. ʔaam - 9aam	16. ʔajj - 9ajj	
7. ʔassaf - 9assaf	17. ʔammam - 9ammam	
8. ʔilim - 9ilim	18. ʔaššar - 9aššar	
9. ʔazzar - 9azzar	19. ʔamm - 9amm	
10. ʔadd - 9add	20. ʔasa - 9asa	

0.18 DISCRIMINATION DRILL: /9/ versus /ʔ/ in word-initial position; 'same' or 'different'? [On tape]

0.19 RECOGNITION DRILL: Do the following contain an /9/ or a /ʔ/ in word-initial position? [On tape]

0.20 DICTATION DRILL. [On tape]

1. ʔaasfe	6. ʕabbadu	11. ʕimlu
2. ʕaamil	7. ʔaššarat	12. ʕuuʔ
3. ʔaamir	8. ʕammru	13. ʕiddu
4. ʕallmiiha	9. ʕuulhum	14. ʔumtu
5. ʕudna	10. ʔirbat	15. ʕillna

0.21 MIMICRY DRILL: /ʕ/ versus /ʔ/ in word-initial position. [On tape]

*** PLEASE STOP THE TAPE ***

Again, because of the vowel-like quality of the /ʕ/, there is sometimes confusion between the /ʕ/ and the combination of /ʔaʕ-/ in word-initial position. The following five drills concentrate on this problem. If the student has troubles with this contrast, it has been found useful to look at the initial syllables of the contrasting words, as in the first pair below, in which the contrast is between /ʔaʕ - tam/ and /ʕa - tam/. In the first word, there is the /a/ vowel which glides into the /ʕ/, whereas in the second the syllable begins with the /ʕ/ directly.

*** PLEASE START THE TAPE HERE ***

0.22 FAMILIARIZATION DRILL: /ʔa9-/ versus /9-/ in word-initial position.

[On tape]

1. ʔa9tam - 9atam	6. 9adal - ʔa9dal	11. ʔa9ǎa - 9aǎa
2. ʔa9jab - 9ajab	7. 9araj - ʔa9raj	12. ʔa9aff - 9aff
3. ʔa9jaz - 9ajaz	8. 9araʔ - ʔa9raʔ	13. ʔa9ʔad - 9aʔad
4. ʔa9jam - 9ajam	9. 9azz - ʔa9azz	14. ʔa9laʔ - 9alaʔ
5. ʔa9add - 9add	10. 9azal - ʔa9zal	15. ʔa9mad - 9amad

0.23 DISCRIMINATION DRILL: /ʔa9-/ versus /9-/ in word-initial position; 'same' or 'different'? [On tape]

0.24 RECOGNITION DRILL: Do the following contain /ʔa9-/ or /9-/ in word-initial position? [On tape]

0.25 DICTATION DRILL. [On tape]

1. ʔa9zal	5. 9ajaz	9. 9ajab
2. 9add	6. 9ajam	10. ʔa9ʔad
3. ʔa9azz	7. ʔa9ǎaʔ	
4. ʔa9raʔ	8. ʔa9mad	

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0.26 MIMICRY DRILL: /ʔa9-/ versus /9-/ in word-initial position. [On tape]

*** PLEASE STOP THE TAPE ***

Also related to the problem of the vowel-like characteristics of the /9/ is the contrast between a 'vowel + /9/' versus 'vowel only' in word-final position. Drills 0.27 through 0.31 drill this contrast.

*** PLEASE START THE TAPE HERE ***

0.27 FAMILIARIZATION DRILL: 'Vowel + /9/' versus 'vowel only' in word-final position. [On tape]

1. bara9 - bara
2. bada9 - bada
3. jara9 - jara
4. dafa9 - dafa
5. riji9 - riji
6. rafa - rafa9
7. šafa - šafa9
8. šara - šara9
9. naza - naza9
10. nafa - nafa9
11. zara9 - zara
12. sara9 - sara
13. saʔa9 - saʔa
14. baʔʔa9 - baʔʔa
15. badda9 - badda
16. bijarri - bijarri9
17. bidalli - bidalli9
18. bidarri - bidarri9
19. birabbi - birabbi9
20. bišarri - bišarri9
21. bišajji9 - bišajji
22. birawwi9 - birawwi
23. bisammi9 - bisammi
24. biwaddi9 - biwaddi
25. byitšajja9 - byitšajja
26. trajja - trajja9
27. tsamma - tsamma9
28. tsaama - tsaama9
29. štara - štara9
30. stanfa - stanfa9

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0.28 DISCRIMINATION DRILL: 'Vowel + /9/' versus 'vowel only' in word-final position; 'same' or 'different'? [On tape]

0.29 RECOGNITION DRILL: Do the following contain 'vowel + /9/' or 'vowel only' in word-final position? [On tape]

0.30 DICTATION DRILL. [On tape]

1. raaji9	6. byizra9	11. mšajji9
2. naazi	7. bibaddi9	12. štara
3. byidfa9	8. mba??i	13. bisammi
4. nafa	9. birabbi9	14. byitrajja9
5. jara9	10. darra9	15. bitwaddi9

0.31 MIMICRY DRILL: 'Vowel + /9/' versus 'vowel only' in word-final position. [On tape]

*** PLEASE STOP THE TAPE ***

P.	Symbol	Stands for a sound like	Phonetic Description
	ɣ	the way some people gargle; or /x/ with voicing added	Voiced velar fricative

The /ɣ/ (Arabic ɣayn) is made with the tongue in virtually the same position as the /x/, the only difference being that 'voicing' is added. Note that some people use this sound when gargling (though others do not; check with your tutor to make sure that you are producing the proper sound). Again, the following voiceless-voiced drills may be of value initially:

sssss-jjjjj	jjjjj-sssss	jjj-sss-jjj-sss
sssss-zzzzz	zzzzz-sssss	zzz-sss-zzz-sss
fffff-vvvvv	vvvvv-fffff	vvv-fff-vvv-fff
θθθθθ-ðððð	ðððð-θθθθθ	ðð-θθθ-ðð-θθθ
hhhhh-aaaaa	aaaaa-hhhhh	aaa-hhh-aaa-hhh
xxxxx-ɣɣɣɣɣ	ɣɣɣɣɣ-xxxxx	ɣɣɣ-xxx-ɣɣɣ-xxx

Also practice this sound in the following frames:

ɣɣɣ-aaa aaa-ɣɣɣ aaa-ɣɣɣ-aaa-ɣɣɣ

Repeat this, using the vowel sounds of the words 'beat', 'bit', 'bat', 'cot', 'cute', 'book', 'boat'.

The Arabic /ɣ/ is not the American 'g' sound of 'got'. The 'g' sound stops the air from getting through, but with the /ɣ/, the tongue is moved down slightly and a small stream of air passes through continuously (the difference between the 'g' and the /ɣ/ is parallel to the difference between the /k/ and the /x/). The first set of contrasts illustrates this difference.

*** PLEASE START THE TAPE HERE ***

PRONUNCIATION

P.1 FAMILIARIZATION DRILL: Arabic /ɣ/ versus American /g/. [On tape]

1. ɣamad	6. šaɣal	11. faraɣ
2. ɣala	7. baɣa	12. nabaɣ
3. ɣiši	8. staɣrab	13. ballaɣ
4. ɣafar	9. byuɣbur	14. byifraɣ
5. ɣallaf	10. byibɣat	15. laɣlaɣ

P.2 DISCRIMINATION DRILL: Arabic /ɣ/ versus American /g/; 'same' or 'different'? [On tape]

P.3 RECOGNITION DRILL: Do the following contain an Arabic /ɣ/ or an American /g/? [On tape]

P.4 MIMICRY DRILL: Arabic /ɣ/. [On tape]

*** PLEASE STOP THE TAPE ***

Once the basic idea of the /ɣ/ is grasped by Americans, there is often a persistent tendency to devoice it, leaving the /x/. Thus this contrast is given next, with the caution to the students that they will have to pay

particular attention to making and maintaining this voiced-voiceless contrast.

*** PLEASE START THE TAPE HERE ***

P.5 FAMILIARIZATION DRILL: /ɣ/ versus /x/. [On tape]

1. ɣamad - xamad	11. biɣallif - bixallif	21. ɣalɣal - xalxal
2. ɣala - xala	12. biɣayyim - bixayyim	22. ɣarɣar - xarxar
3. ɣiši - xiši	13. biɣayyir - bixayyir	23. biɣalɣil - bixalxil
4. ɣafar - xafar	14. biɣalli - bixalli	24. biɣarɣir - bixarxir
5. ɣabb - xabb	15. biɣarrib - bixarrib	
6. xaar - ɣaar	16. byixmid - byiɣmid	
7. xaff - ɣaff	17. byixla - byiɣla	
8. xaab - ɣaab	18. byuxfur - byuɣfur	
9. xarr - ɣarr	19. byixlib - byiɣlib	
10. xabbar - ɣabbar	20. bixubb - biɣubb	

P.6 DISCRIMINATION DRILL: /ɣ/ versus /x/; 'same' or 'different'? [On tape]

P.7 RECOGNITION DRILL: Do the following contain a /ɣ/ or a /x/? [On tape]

PRONUNCIATION

P.8 DICTATION DRILL: [On tape]

1. ʕaamid	6. ʕaleet	11. xarxaru
2. mxarrij	7. biʕarrbu	12. ʕišu
3. maʕfuur	8. bixubbu	13. ʕarreena
4. byixtim	9. ʕaffat	14. ʕayyirha
5. ʕaayir	10. biʕarri?	15. byixmid

P.9 MIMICRY DRILL: /ʕ/. [On tape]

P.10 MIMICRY DRILL: /ʕ/ versus /x/. [On tape]

*** PLEASE STOP THE TAPE ***

At times Americans have shown some confusion between the /ʕ/ and the /r/. These are quite distinct sounds, and the following drills will emphasize this. Note that the /ʕ/ has no lip-rounding and the tongue does not curl back.

*** PLEASE START THE TAPE HERE ***

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P.11 FAMILIARIZATION DRILL: /ʏ/ versus /r/. [On tape]

1. ʏasal - rasal	11. byiʏmid - byirmid	21. ʏara - raʏa
2. ʏafal - rafal	12. byiʏsil - byirsil	22. ʏamʏam - ramram
3. ʏamad - ramad	13. byiʏmiz - byirmiz	23. ʏarʏar - raʏraʏ
4. ʏamaz - ramaz	14. byiʏmis - byirmis	24. ʏarrab - raʏʏab
5. ʏamas - ramas	15. biʏuš̌š̌ - biruš̌š̌	25. ʏarra - raʏʏa
6. raš̌š̌ - ʏaš̌š̌	16. birubb - biʏubb	26. byirʏi - byiʏri
7. rabb - ʏabb	17. birammid - biʏammid	27. biramrim - biʏamʏim
8. rammad - ʏammad	18. byirfil - byiʏfil	28. biraʏriʏ - biʏarʏir
9. raab - ʏaab	19. byirwi - byiʏwi	29. biraʏʏib - biʏarrib
10. rawa - ʏawa	20. biriib - biʏiib	30. biraʏʏi - biʏarri

P.12 DISCRIMINATION DRILL: /ʏ/ versus /r/: 'same' or 'different'? [On tape]

P.13 RECOGNITION DRILL: Do the following contain a /ʏ/ or an /r/? [On tape]

P.14 DICTATION DRILL. [On tape]

1. byiʏmiʔ	6. ʏaayib	11. birabbu
2. š̌irbat	7. byiʏfil	12. byuʏrub
3. ʏaamis	8. raʏʏabu	13. ʏarʏarat
4. rattabat	9. byudrus	14. baʏlib
5. biʏalliʔu	10. mʏamʏim	15. biraʏriʏ

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PRONUNCIATION

P.15 MIMICRY DRILL: /ɣ/ versus /r/. [On tape]

It is not too often that there is any serious confusion between the /ɣ/ and the /9/, but nevertheless the following are included.

P.16 FAMILIARIZATION DRILL: /ɣ/ versus /9/. [On tape]

1. ɣazal - 9azal	11. nabaɣ - naba9	21. byifraɣ - byifra9
2. ɣamad - 9amad	12. raaɣ - raa9	22. biruuɣ - biruu9
3. ɣamar - 9amar	13. ballaɣ - balla9	23. raɣraɣ - ra9ra9
4. ɣafar - 9afar	14. byiɣzil - byi9zil	24. zaɣzaɣ - za9za9
5. šaɣar - ša9ar	15. byiɣmid - byi9mid	25. laɣlaɣ - la9la9
6. ša9al - šaɣal	16. byu9bur - byuɣbur	
7. ba9at - baɣat	17. byu9fur - byuɣfur	
8. ra9a - raɣa	18. byuš9ur - byušɣur	
9. sta9rab - staɣrab	19. byiš9il - byišɣil	
10. fara9 - faraɣ	20. byib9at - byibɣat	

P.17 DISCRIMINATION DRILL: /ɣ/ versus /9/; 'same' or 'different'? [On tape]

P.18. RECOGNITION DRILL: Do the following contain a /ɣ/ or an /9/? [On tape]

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P.19 DICTATION DRILL. [On tape]

1. mballiʏ	6. faariʏ	11. maʏluub
2. byuš9ur	7. biʏasslu	12. ʔa9la
3. raʏeetu	8. mraʏʏib	13. byifraʏu
4. ʏazlat	9. fara9na	14. ba9atuulak
5. mista9rib	10. ruʏt	15. biraʏriʏ

P.20 MIMICRY DRILL: /ʏ/ versus /9/. [On tape]

*** PLEASE STOP THE TAPE ***

Q.	Symbol	Stands for a sound like	Phonetic Description
	q	'k' sound in 'caught' but further back in the throat	Voiceless uvular stop

The /q/ is primarily a sound borrowed from Classical Arabic in the dialect being studied, and it will generally show up as a glottal stop in this dialect. In other dialects, however, it may appear as a /g/ (as in the Persian Gulf area) or as a /q/ (as among the Druze in parts of Lebanon and Syria).

To make this sound, push the 'k' sound back in your throat and you will make it with little difficulty (if there is any problem, try saying the

words 'kit', 'cut', 'caught' --you should be able to feel the point of contact between your tongue and the top of your mouth moving back; all you have to do is push this point of contact a little further back). You will notice in a number of examples on the tape that the /q/ has a distinctive 'pop' to it, especially when followed by a vowel or at the end of a word. Some people say that this sound resembles the sound of liquid being poured from a bottle. You will also notice that it tends to influence the adjacent vowels, especially the /a/.

*** PLEASE START THE TAPE HERE ***

Q.1 FAMILIARIZATION DRILL: /q/ versus /k/. [On tape]

1. qabar - kabar	11. naqab - nakab	21. fataq - fatak
2. qabas - kabas	12. naqal - nakal	22. biqabbil - bikabbil
3. qabal - kabal	13. baqar - bakar	23. biqattil - bikattil
4. qatal - katal	14. raqad - rakad	24. biqaššir - bikaššir
5. qadam - kadam	15. šaqa - šaka	25. biqaffir - bikaffir
6. karam - qaram	16. rakam - raqam	26. byunkub - byunqub
7. kasar - qasar	17. safak - safaq	27. byurkud - byurqud
8. kasam - qasam	18. salak - salaq	28. byuHruk - byuHruq
9. kašar - qašar	19. barak - baraq	29. byuftuk - byuftuq
10. kafar - qafar	20. nahak - nahaq	30. kaškaš - qašqaš

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Q.2 DISCRIMINATION DRILL: /q/ versus /k/; 'same' or 'different'? [On tape]

Q.3 RECOGNITION DRILL: Do the following contain a /q/ or a /k/? [On tape]

Q.4 DICTATION DRILL. [On tape]

1. staqbal
2. Hakmat
3. qaahira
4. qaamu
5. kuttaab
6. waqqafat
7. taqaddumi
8. maqsuum
9. byibku
10. bibaqbiq
11. muwaafaqa
12. rukkaab
13. biduqqu
14. staqarrat
15. qahqahat

Q.5 MIMICRY DRILL: /q/. [On tape]

Q.6 MIMICRY DRILL: /q/ versus /k/. [On tape]

*** PLEASE STOP THE TAPE ***

R. VELARIZATION

Levantine Arabic (and, for that matter, virtually all known dialects of Arabic) has a phenomena which is called 'emphasis' or, alternatively,

'velarization'. The latter term will be used here, not because it is the better, but rather only because it appears to have the wider currency.

The most striking characteristic of velarization to speakers of English is the difference caused in the vowels (e.g., given a written symbol 'a', when not velarized it will usually range between the vowels of 'cat' and 'cot', but when velarized will be closer to the vowel of 'caught'). This is, thus, the way in which most speakers of English will recognize this phenomena. However, and please note this carefully, the Arab will normally interpret this not as a difference in vowels, but rather as a difference in consonants. This is due in large part to the fact that the Arabic writing system has four pairs of 'emphatic' - 'non-emphatic' consonants (corresponding to the colloquial ṭ - t, ḍ - d, ṣ - s, and ẓ - z, the 'emphasis' or 'velarization' being indicated by the subscript cedilla here). In the transcription used in this manual, where there is a direct correspondence between the colloquial word and the written, i.e., classical, form, the transcription will reflect the Arab's interpretation, i.e., one of the four consonants ṭ, ḍ, ṣ, or ẓ will be considered to be the influencing factor; it will be incumbent upon the student to take careful note of the Arab's pronunciation of the vowels and imitate them as faithfully as possible.

When producing these velarized sounds, the Arab will pronounce the word further back and further down in his mouth (he retracts the back of his tongue while retaining the dental articulation where appropriate) and he will tend to round or protrude his lips slightly. In addition, he will tend to

pronounce the four consonants more emphatically. These will tend to give a very pronounced 'hollow' or 'backed' effect to the sounds, particularly the /a/ vowels.

*** PLEASE START THE TAPE HERE ***

R.1 FAMILIARIZATION DRILL: 'Velarization' versus 'no velarization'. [On tape]

1. ṣalab - salab
2. ṣamad - samad
3. baṣam - basam
4. malaṣ - malas
5. waṣwaṣ - waswas
6. sabb - ṣabb
7. sadd - ṣadd
8. sakk - ṣakk
9. salla - ṣalla
10. sabaH - ṣabaH
11. ṣabaɣ - sabaɣ
12. ṣafaH - safaH
13. ṣafaʔ - safaʔ
14. ṣaʔaʕ - saʔaʕ
15. ṣarraH - sarraH
16. ḍaras - daras
17. ḍall - dall
18. raḍi - radi
19. baraḍ - barad
20. faraḍ - farad
21. dajj - ḍajj
22. damm - ḍamm
23. dalaʕ - ḍalaʕ
24. darrab - ḍarrab
25. badaʕ - baḍḍaʕ
26. Haḍḍaḍ - Haddad
27. HaḍḍaR - HaddaR
28. ṭaʔṭaʔ - taʔtaʔ
29. saṭar - satar
30. faṭar - fatar
31. zabaṭ - zabat
32. ṭamm - tamm
33. ṭarraH - tarraH
34. baṭṭal - battal
35. raṭṭab - rattab
36. sattar - saṭṭar
37. Hattam - HaṭṭaM
38. fattaH - faṭṭaH
39. zall - ẓall
40. zahar - ẓahar

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PRONUNCIATION

R.2 DISCRIMINATION DRILL: 'Velarization' versus 'no velarization'; 'same' or 'different'? [On tape]

R.3 RECOGNITION DRILL: Do the following contain 'velarization' or 'no velarization'? [On tape]

R.4 DICTATION DRILL. [On tape]

1. ḍajju	6. ṣa'a9	11. mnaẓẓim
2. ṣaraHu	7. HaṭṭamU	12. ṭalabna
3. ẓalleet	8. ẓahar	13. nizlu
4. fataHtu	9. darasu	14. byiṭba9
5. baṭṭal	10. sammu	15. waṣafu

R.5 MIMICRY DRILL: 'Velarization' versus 'no velarization'. [On tape]

*** PLEASE STOP THE TAPE ***

The previous set of five drills have primarily, though not completely, utilized examples of velarization adjacent to short /a/ vowels. These velarized - non-velarized contrasts are both easy to hear and easy to mimic. However, when velarization affects the /ii/ vowels, there is often a somewhat strange transition heard between the consonant and vowel; this transition is

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made quite easily and naturally if the velarized consonants are being made far back in the mouth as indicated previously. On the other hand, it is often quite difficult to hear the difference between velarized and non-velarized /uu/ vowels. The following exercises will provide practice in both, as well as practice with the /aa/ vowels.

R.6 FAMILIARIZATION DRILL: 'Velarization' versus 'no velarization' in words with long vowels. [On tape]

1. faaḍ	- faad	11. biṣiib	- bisiib	21. biṣuuɣ	- bisuuɣ
2. ṣaad	- saad	12. biṭiiH	- bitiiH	22. biṭuuq	- bituuq
3. ṣaarat	- saarat	13. bifiiḍ	- bifiid	23. biḍuur	- biduur
4. ḍaamu	- daamu	14. biṣiir	- bisiir	24. bi?uuḍ	- bi?uud
5. Haafiẓ	- Haafiz	15. bibiiḍ	- bibiid	25. maṭbuu9	- matbuu9
6. saaHib	- ṣaaHib	16. bisiiH	- biṣiiH	26. mansuub	- manṣuub
7. faadi	- faaḍi	17. nasiib	- naṣiib	27. mastuur	- maṣtuur
8. Haamid	- Haamiḍ	18. fariide	- fariiḍe	28. zhuur	- ẓhuur
9. mazaahir	- maẓaahir	19. taxsiis	- taxṣiiṣ	29. futuur	- fuṭuur
10. nassaab	- naṣṣaab	20. taHdiir	- taHḍiir	30. furuud	- furuuḍ

R.7 DISCRIMINATION DRILL: 'Velarization' versus 'no velarization'; 'same' or 'different'? [On tape]

R.8 RECOGNITION DRILL: Do the following contain 'velarization' or 'no velarization'? [On tape]

R.9 DICTATION DRILL. [On tape]

1. ṭaalib	6. bibiiḍu	11. rattabuuli
2. ṣinaa9a	7. tiin	12. ʔa9ṭaak
3. baasim	8. rafaḍuuli	13. ntaẓaruuk
4. tafẓii9	9. mawḍuu9	14. biṣiiru
5. naṣiib	10. byiHfaẓuulak	15. maktuub

R.10 MIMICRY DRILL: 'Velarization' versus 'no velarization'. [On tape]

*** PLEASE STOP THE TAPE ***

In the preceding drills on velarization, stress has been laid on the Arab's interpretation of this phenomena as being caused by the consonants ṭ, ḍ, ṣ and ẓ. In fact, if you go back over the tapes for the drills on the /r/ and the /q/ in particular, you will notice differences in the vowel sounds. In actual fact, 'emphasis' or 'velarization' appears to be best analyzed as a component overlaying a syllable, i.e., a <u>syllable</u> (rather than a consonant) is velarized or not. This means that, where a syllable is velarized and there is no classical Arabic correspondence (i.e., no /ṭ ḍ ṣ ẓ/), the transcription system will more-or-less approximate the phonetic facts rather than the Arab interpretation. The following drills will help acquaint the student with this.

*** PLEASE START THE TAPE HERE *** 96

R.11 FAMILIARIZATION DRILL: 'Velarization'; no contrasts. [On tape]

1. rɑɑH
2. rɑɑyiH
3. bɑ?ar
4. ?ɑrɑ
5. mɑrrɑ
6. nšɑɑllɑ
7. tšarrɑfna
8. smɑllɑ
9. šarrɑft
10. šarrɑfti
11. rɑbb
12. jaar
13. lambɑ
14. vallɑɑhi

R.12 MIMICRY DRILL: 'Velarization'; no contrasts. [On tape]

*** PLEASE STOP THE TAPE ***

S. Some automatic processes

In the following drills, certain processes which occur in this dialect of Arabic will be briefly characterized and drilled. These processes have to do with the automatic addition or deletion of sounds (primarily an /-i-/ vowel) under specified conditions, and also the way in which words are linked together in normal speech.

When a word ends with /-iC/ (where C indicates any consonant) and has any vowel-initial suffix added to it, the /i/ is automatically deleted, as in the following examples:

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faahim +e-e → faahme

ʔasʔilit + -o → ʔasʔilto

fihim + -u → fihmu

*** PLEASE START THE TAPE HERE ***

S.1 TRANSFORMATION DRILL: Participles* with the addition of suffixes /-e/ or /-a/ and /-iin/; delete the /i/ as noted in the examples. [On tape]

(In all Transformation Drills, a beginning or base form will be given on tape as well as written out. Give the resultant form orally, making the changes as noted in the instructions and in the examples. The resultant form will be confirmed, or corrected, on the tape, with a space immediately following for mimicry.)

1.	faahim	+ -e → faahme	11.	Haasib	+ -iin
2.	mwaʔʔif	+ -e → mwaʔʔfe	12.	mitʔaamir	+ -iin
3.	msaafir	+ -e	13.	xaatim	+ -iin
4.	mitʔaxxir	+ -e	14.	mnazzil	+ -iin
5.	mitjawwiz	+ -e	15.	~~mmmmm~~	+ -iin
6.	mɣammid	+ -e	16.	mitnaʔʔil	+ -iin
7.	šaariH	+ -a	17.	baari9	+ -iin
8.	9aamil	+ -e	18.	mɣayyir	+ -iin
9.	mdaxxil	+ -e	19.	ɣaamid	+ -iin
10.	šaa9il	+ -e	20.	m9allim	+ -iin

*The student cannot yet know whether the words in this section are nouns, verbs, or whatever; these labels are used at this juncture simply as descriptive labels with no other purpose than to keep these classes of words separate.

S.2 TRANSFORMATION DRILL: Feminine nouns* with the addition of vowel-initial pronoun suffixes /-i, -ak, -ik, -o/. Delete the /i/ as noted in the examples. BE CAREFUL TO PLACE THE STRESS CORRECTLY IN THESE FORMS.**

[On tape]

1.	ʔás ʔilit-	+ -i →	ʔas ʔílti	11. máHfaẓit-	+ -ik
2.	ziyáarit-	+ -i →	ziyáarti	12. máktabit-	+ -ik
3.	ʔustáazit-	+ -i		13. šáʔʔit-	+ -ik
4.	Hábbit-	+ -i		14. waẓíifit-	+ -ik
5.	Hukúumit-	+ -i		15. xáalit-	+ -ik
6.	jnéenit-	+ -ak		16. mámlakit-	+ -o
7.	madíinit-	+ -ak		17. más ʔalit-	+ -o
8.	mádrasit-	+ -ak		18. niháayit-	+ -o
9.	natíijit-	+ -ak		19. wasíilit-	+ -o
10.	sáaʕit-	+ -ak		20. wiláayit-	+ -o

*The dash following these nouns indicates that they do not occur as isolated forms, but rather require a suffixed pronoun, as in the drill, or an immediately following noun.

**Note that the deletion of this /-i-/ may change the vowel-consonant structure of the word, and thus the position of the stress. This is seen in the first item of the drill, and is also explained and drilled further below (Drill S.4, etc.).

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S.3 TRANSFORMATION DRILL: Perfect verb forms with the addition of /-at, -u/, and imperfect verb forms with the addition of /-i, -u/; delete the /i/ as noted in the examples. [On tape]

1. fíhim + -at → fíhmat
2. nízil + -at → nízlat
3. ríji9 + -at
4. šírib + -at
5. tíɬɬ9 + -at
6. wí?if + -u
7. 9ímil + -u
8. wíɬɬl + -u
9. 9írif + -u
10. wíji9 + -u
11. bitsállim + -i
12. bitráafi? + -i
13. bitsáafir + -i
14. bitnáššif + -i
15. bit9ájjil + -i
16. bišámmi9 + -u
17. bi9állim + -u
18. biɣállif + -u
19. biɣáyyir + -u
20. biɣárrib + -u

*** PLEASE STOP THE TAPE ***

In Section L of this booklet, the placement of stress was discussed. In the following, when suffixes are added to a word, there may be a change in the consonant-vowel sequences nearest the end of the word, and thus a change in the position of the stress. This was anticipated somewhat in Drill S.2 above. For instance, the two pronoun suffixes /-o/ and /-hum/ added to the noun /ɬíHHit-/ give the following (the -VCC- nearest the end of the word being underlined):

ɬíHHit- + -o → ɬíHHto

ʕiḤḤit- + -hum → ʕiḤḤíthum

The stress will not always change, however, as can be see in the following example:

maktúub + -o → maktúubo

maktúub + -hum → maktúubhum

The determining factor, to repeat, is whether or not there is a change in the -VV- or -VCC- nearest the end of the word as a result of adding the suffix. In the following, underline the long vowels or -VCC- sequences nearest the end of the word and mark the stress:

Base Form		+ -o	+ -hum
ṣíHHit-	1.	ṣiHHto	ṣiHHithum
madíinit-	2.	madiinto	madiinithum
wiláayit-	3.	wilaayto	wilaayithum
niháayit-	4.	nihaayto	nihaayithum
mádrasit-	5.	madrasto	madrasithum
		+ -i	+ -na
sáa9it-	6.	saa9ti	saa9itna
wəẓíifit-	7.	wəẓiifti	wəẓiifitna
šá??it-	8.	ša??ti	ša??itna
bináayit-	9.	binaayti	binaayitna
xáalit-	10.	xaalti	xaalitna
		+ -ak	+ -ha
máktab	11.	maktabak	maktabha
fúraṣ	12.	furaṣak	furaṣha
m9állim	13.	m9allmak	m9allimha
?álam	14.	?alamak	?alamha
madáaris	15.	madaarsak	madaarisha
		+ -ik	+ -kum
márja9	16.	marja9ik	marja9kum
makáatib	17.	makaatbik	makaatibkum
məṭbəx	18.	məṭbəxik	məṭbəxkum
máṣraf	19.	maṣrəfik	maṣrəfkum
nataayij	20.	nataayjik	nataayijkum

*** PLEASE START THE TAPE HERE ***

S.4 READING DRILL: Word stress. Read the above pairs of words, being careful to stress them as you have marked them; your reading will be confirmed, or corrected, on the tape with a space immediately following for mimicry. [On tape]

*** PLEASE STOP THE TAPE ***

In some of the foregoing drills the deletion of the /i/ left three consonants in a row (e.g., /m9allme, s.lHHto/) where the first two consonants were identical. In other contexts three dissimilar consonants might occur in sequence, either within words or across word boundaries; when this happens, Levantine Arabic will normally tend to break up this three-consonant cluster by inserting an /i/ vowel between the first and second of the three consonants, e.g.,

within a word:

ʔism + -hum → *ʔismhum → ʔisimhum

across word boundaries:

miš + ktiir → *mišktiir → miš iktiir

In the transcription system used here, this i will be underlined. Note that this underlined i is never stressed (thus explaining the 'strange' position of the stress in /ʔisimhum/ above).

In the following words, mark the stress according to the rules given in

Section L, then underline the three consonant cluster, and finally insert the underlined /i/:

1. ʔ a h l k u m
2. ʔ i s m h u m
3. b y ɯ s r ɯ f l k u m
4. b t i ʕ r a f l n a
5. b a k t u b l k u m
6. s ɯ r l ḅ u m
7. ʔ a a l a t l h a
8. f ṣ ḍ l k u m
9. d a l l a t l h a
10. k a t b a t l k u m

*** PLEASE START THE TAPE HERE ***

S.5 READING DRILL: Inserted /i/. Read the above words, being careful to read them as you have marked them; your reading will be confirmed, or corrected, on the tape with a space immediately following for mimicry. [On tape]

*** PLEASE STOP THE TAPE ***

The following are all nouns beginning with two consonants. For these particular words the definite article 'the' is /l-/ prefixed to the noun. As in the previous exercise, mark the stress, underline the three consonant

cluster, and then insert the /i/:

1. l- + ktaab → l k t a a b
2. l- + ʔlaal → l ʔ l a a l
3. l- + wlaad → l w l a a d
4. l- + ʔlaam → l ʔ l a a m
5. l- + bwaab → l b w a a b
6. l- + blaad → l b l a a d
7. l- + Hbuub → l H b u u b
8. l- + kbiir → l k b i i r
9. l- + m9allim → l m 9 a l l i m
10. l- + ʔruuš → l ʔ r u u š
11. l- + kbaar → l k b a a r
12. l- + byuut → l b y u u t
13. l- + ʔmuur → l ʔ m u u r
14. l- + mʔaddme → l m ʔ a d d m e
15. l- + fraaš → l f r a a š

*** PLEASE START THE TAPE HERE ***

S.6 READING DRILL: Inserted /i/. Read the above words as you have marked them; your reading will be confirmed, or corrected, on the tape with a space immediately following for mimicry. [On tape]

*** PLEASE STOP THE TAPE ***

The same phenomena occurs when a three (or four) consonant cluster occurs across word boundaries as was noted above. In the following, underline the consonant cluster and insert the i as per the example given

previously (i.e., miš + ktiir → miš iktiir):

1. ʔawwal, mbaariH → ʔawwal imbaariH
2. sitt-, sniin
3. kiif, lHaal
4. mniiH, lHamdilla
5. ʔahl, lbeet
6. ṭabiib, snaan
7. miš, ktiir
8. ween, lbeet
9. libyuut, kbiire
10. mumkin, tʔulli
11. laazim, tliff
12. ṭarii', l'uds
13. ṭuru', kbiire
14. biddak, tkuun
15. mni'dar, nruuH

*** PLEASE START THE TAPE HERE ***

S.7 READING DRILL: Inserted /i/. Read the above pairs of words, being careful to read them as you have written them; your reading will be confirmed, or corrected, on the tape with a space immediately following for mimicry. [On tape]

*** PLEASE STOP THE TAPE ***

Somewhat related to the above is the case where a word ending with a vowel is followed by a word beginning with two consonants. The two words are linked together with the linking syllable having sounds from both words, as:

masa, lxeer → ma - sal - xéer

huwwe, byuktub → huw - web - yúk - tub

*** PLEASE START THE TAPE HERE ***

S.8 READING DRILL: Linking words. Read the words below, being careful to link them as described above; your reading will be confirmed, or corrected, on the tape with a space immediately following for mimicry.

[On tape]

1. masa, lxeer
2. yalla, bxaatrak
3. hiyye, btudrus
4. maa, ʔdirt
5. btismaHli, bsuʔaal
6. halmadrase, mniiHa
7. hajjneene, ɣʏiire
8. humme, ʔlaal
9. masa, nnuur
10. fiiki, tšuufi
11. huwwe, jdiid
12. humme, ʔraab
13. haada, kbiir
14. ssaa9a, mʔaxxre
15. maa, mšiina
16. hiyye, m9allme
17. humme, mwaʒʒafiin
18. xalliina, nšuufak
19. maa, rji9t
20. biddo, ktaab

*** PLEASE STOP THE TAPE ***

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